

# SCHOOL AND COMMUNITY

Vol. XXIII

October 1937

No. 7

They that go down to the sea  
in ships, do business great  
in waters, see the works  
of the Lord and his wonders in the deep.



Lord and his wonders in the deep.

Psalms -Cvii -23,24.

From illustrations in Justin Winsor, Columbus.

# SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association  
Send all contributions to the editor.

THOS. J. WALKER, Editor

E. M. CARTER, Adv. Mgr.

Vol. XXIII

OCTOBER, 1937.

No. 7

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**AN APPEAL**  
to Missouri School Teachers

**T**HE ANNUAL RED CROSS membership Roll Call in Missouri has never resulted in 5% of Missouri's population joining.

Missouri has been way down in the list of states enrolling memberships.

We want to place Missouri high in the list this year so that, as Missourians, we can be proud of our 1937 Roll Call Record in support of the Red Cross.

No other agency has the opportunity of producing greater results than the Missouri teacher.

I am appealing to you to cooperate with your local Red Cross Chapter in its mem-

bership drive, commencing on November 11, Armistice Day.

If your local chapter can get one adult member from each family in your district we will reach our goal easily.

Won't you impress your classes with the worth-whileness of the work of the Red Cross and the satisfaction to be had in knowing that they are helping in relieving suffering? Won't you lend a hand in soliciting memberships?

Sincerely,

John C. Stapel,  
State Chairman,

1937 Missouri Roll Call  
American Red Cross.

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# EDITORIALS

## INTEGRATION—

### Our Community Associations

**"MORE ACTIVITY** on the part of Community Associations" has been a growing sentiment in the minds of educational leaders in the M. S. T. A. for several years. This sentiment crystalized last year at the convention in Kansas City by the adoption of certain amendments to our constitution and by-laws. These amendments are printed on another page of this issue. Those having especial reference to community associations make two important provisions.

First, they provide for an executive committee which shall form a Policy and Plans Committee to work in conjunction with the Policy and Plans Committee of the State Association. The State Committee shows encouraging signs of activity. Its effectiveness, however, will be in a large measure determined by the activity of the local associations. Its direction should be chiefly guided by sentiment and information gathered from the local committee. Hence the absolute necessity of complete organization and the intelligent and sincere activity of the members of the groups.

Second the revised constitution provides that the local executive committee shall prepare and sponsor at least three programs each year. It is a well known fact that too many community associations are such only in name. It is likewise known that a sufficient number *are* active to demonstrate the general practicability of

the provision for more meetings. There are many problems, whose best solution depends upon group thought and group discussion. To name only a few—teacher tenure, retirement and savings plans, salaries and the whole field of teacher welfare, to say nothing of courses of study and a myriad problems concerned with the philosophy, content and method of the educative processes. Some of these problems will be local in character, some will be state wide. Local problems must be solved locally and state problems can be effectively attacked only when localities are considered and informed.

This year should be notable for its rejuvenation of local activity on the part of teachers and the development of local leadership and fellowship. With modern travel facilities county-wide meetings are not difficult. In such meeting, teachers should discuss their common problems freely and without "outside help," which is too frequently not help but interference. Real out-side "help" is sometimes welcome and necessary, of course. But we can well afford more of the kind in which teachers themselves take the lead. When such meetings become common teacher growth will be facilitated, co-operation among themselves will be forwarded, and a better understanding of the problems of the whole educational field will be effected.

Better schools are ahead, and therefore a better citizenship and a better world, when the rank and file of teachers become definitely conscious

of education's goal and when all work together from desirable ends.

Each for all and all for each. This is the essence of cooperation and co-operation is the essence of life.

"Community," "Association." Let's make both communion and association real. These are the factors of integration. While we are integrating the courses of study we must not forget the importance of integrating ourselves.

### THE PROFESSIONAL HITCH HIKER

A HITCH HIKER is a person who expects some other person to furnish him free transportation. He buys neither car nor gas nor oil. He makes no contribution to the construction or maintenance of highways. He assumes no responsibility. While some otherwise respectable people may be hitch-hikers, they are for the most part ne'er-do-wells, drifting without worthy aim or purpose.

The educational hitch-hiker is the teacher who expects some one to furnish him free transportation along the road of educational progress. He joins no educational association. He may attend a convention occasionally but he makes no contribution toward the expenses of such a convention. He may intermittently have access to an educational magazine, but it is one that some other teacher has paid for. He expects publishing companies to furnish him desk copies of books free, which he frequently does not use but sells. He works, like the other hitch-hikers on the theory that he can get all the benefits of progress without making any contribution to it, but is even more despicable for the reason that he assumes the role of a teacher of youth in a civilization where the

fundamental assumption is that each should do his part. He does lots of "hitching" but depends on others for the "hiking." He may be mistakenly regarded by some as respectable, but on the educational highway he is a dead-beat.

### THE FULLNESS OF LIVING

I THINK every human being desires fundamentally to live a complete life. I am of the opinion, however, that failure to understand the characteristics of those who enjoy the fullness of life leads too frequently to a pursuit of wrong goals.

Man is a many sided being. In his physical existence, he must have well developed health and bodily vigor. In his intellectual life, he needs knowledge, ideals, purposes, and the power to think clearly in realizing his concept of a wholesome existence. In his social life, he needs an understanding of human problems, a feeling of brotherhood, a congenial adaptation to his place in society, and an altruistic desire to be of service to mankind. In his occupational life, he needs skills and intellectual preparation leading to proficiency, and above all, he needs a vision of his work as an avenue of service to others. Finally, in his spiritual life, the man of abundant attainments, knows his own finiteness, bows humbly before the Infinite, and follows in the true spirit of religion the leadership of the Divine.

To enjoy the fullness of living one should strive earnestly for the maximum development of life in its most abundant form.

HENRY J. GERLING

Superintendent of Instruction  
St. Louis Public Schools

## Social Security for Teachers

by Geo. Melcher, Supt. Schools, Kansas City, Mo.

It should be clearly understood by all teachers and citizens that a wise savings and retirement law will benefit every teacher in the profession and will benefit society and the children by giving these teachers a certain degree of social security and thus improving the quality of service they render to the children.

**T**EACHERS are not included in either the "Federal Social Security Laws" or the "State Social Security Laws." The Constitution of the State of Missouri has now been amended so as to permit the enactment of savings and retirement provisions for teachers. Much has been said and much written about the retirement provisions of such a law and little or nothing about the savings or social security provisions of the law.

The retirement provisions would affect only a small percentage of teachers. However, the savings or social security provisions of such a law would benefit every teacher—in the rural schools, in the small towns, as well as the great mass of teachers in the larger towns and in the cities.

It is agreed by all wise economists that everyone who earns a salary should make some savings each year. That is, a certain small percentage of 5%, 10%, or 20% should be set aside every year as savings. Farmers often make this savings by paying for their farms, by making improvement on their farms, by adding to their stock on their farms, or by buying additional land, or making other additions to their capital investments. Home-owners use their savings to pay off mortgages on their homes or to make home improvements and additions. Business men and shop and factory owners employ their savings to expand their business or to enlarge their shops or factories.

Thousands of teachers are not purchasing either farms or homes. Large numbers of them make no savings. Those who do make savings have much difficulty in finding safe forms of investments for such savings. Millions of dollars have been lost by teachers in investments in unsuccessful projects. Teachers are often the victims of high-pressure salesmen.

A good teachers' savings and retirement law makes provision for a small saving each year by every teacher. The amount of saving is small—usually only four to five per cent of the yearly salary.

This amount is held in trust by the state for the teacher and in addition the teacher receives a small rate of interest—three or four per cent compounded annually or semi-annually on such savings. Though the rate of interest may be small, the principal is secure and the investment is absolutely safe. Investments promising high rates of interest or high dividends are usually unsafe.

Under a good state savings and retirement law each teacher will save four or five per cent of her salary each year. The great majority of teachers will never retire under the "Old Age Retirement" provisions of the law. Many will leave the profession after teaching a few years or many years. When a teacher does permanently withdraw from the teaching profession, she will be entitled to her savings with interest. The man who leaves teaching to enter business finds such savings very helpful; the man who enters a profession is greatly benefited by having his savings to use while getting started in his new profession; the young woman who leaves teaching for marriage finds her savings of very great value in starting the new home; the woman who leaves teaching for business is greatly helped by her savings. In fact, these savings are helpful in countless ways to the teachers who leave the profession before retirement on account of superannuation.

Furthermore, teachers who are forced to withdraw from the teaching profession on account of disability are benefited by the disability provision of the law. The state is not required and does not match the savings of those teachers who retire for any cause except superannuation and disability. Too much emphasis has been placed upon the amount that the state would need to pay to those teachers who retire on account of superannuation and disability and too little attention has been given to the blessings that would accrue to the thousands of teachers who would have a small degree of social security thru a safe savings and investment plan.

## Dr. Jesse Harliaman Coursault

### An Appreciation

DR. J. H. COURSAULT died at 9 o'clock in the morning on Thursday, June 24, in Noyes Hospital on the campus of the University of Missouri. So came to a close his work in the University and his services to the educational system of the State of Missouri covering a period of thirty-two years.

Born in Ohio, Dr. Coursault received his advanced training in Ohio State University, at Harvard and in Columbia University. He came to the University of Missouri in 1905 after having had extensive teaching experience in the school system of Columbus, Ohio. From 1905 to 1917 he taught History and Philosophy of Education in the University of Missouri. In 1917 he was chairman of the Faculty of Education. From 1918 to 1923 he was Dean of the Faculty of Education. For reasons of health, Dr. Coursault retired from the deanship and since 1923 he had held the position of Professor of History and Philosophy of Education.

These few words summarize the official positions which Dr. Coursault held in the University, but they in no way describe his influence nor the significance of the educational contributions which he made. These cannot be fully appreciated save as one knew him personally. Dr. Coursault was, first of all, a scholar. By nature and training he had the disposition of a thinker and a learner. In the preparation of his courses, he was painstaking and thorough. His writings indicate that each sentence was carefully written and re-written until it expressed precisely the thought which he desired to convey. His logic was very convincing.

To the very last days of his life, Dr.

Coursault was interested in teaching. During the months while prevented from teaching because of illness, his only concern and worry was that he could not meet his classes. Time and again he said that he always felt best and was most satisfied when he could be in the classroom. Thousands of students came under his instruction in the thirty-two years of his University work. In conversation with him one could not help but be impressed with the richness of his teaching experience. He would relate many interesting and often amusing incidents of his teaching career. He was personally acquainted with hundreds of his former students and was always delighted to meet them again, whether on the campus, or in some distant place at an educational gathering, or in some foreign land while traveling.

The most significant thing about the work of Dr. Coursault is his educational philosophy, the best expression of which is found in his book, *Principles of Education*, published in 1920. While even a concise summary of the contents of this book is too long to be included in this statement, it might be said that it offers an intelligent explanation of individualism, a rational definition of a democratic society, and finally it outlines the foundations for a functional interpretation of education. Basically, the philosophy which was outlined by him in 1920 is sound and applicable to present-day educational practice.

Dr. Coursault preferred the work of the scholar and that of the teacher to that of the educational administrator. And yet, he did a great amount of administrative work. His deanship (1917-1923) extended through



J. H. Coursault

the period of our participation in the World War and the trying years immediately following. Not only was education relegated to a secondary position because of our war interests, but the general spirit of America and American youth was undergoing such marked changes that education seemed to be out of harmony with the developments of the day. Many new educational panaceas were rapidly proposed, and confusion was the natural outcome. In addition to these things came at that time a most bewildering shortage of teachers. Young people preferred to prepare for business opportunities which seemed to be opening everywhere. Many teachers left the profession in order to take advantage of what seemed to be good opportunities for the securing of wealth. At such a time, educational leadership could be maintained only through the exercise of patience and the application of real wisdom. As Dean of the Faculty of Education at that time,

Dr. Coursault exerted such leadership. For many years, also, he was a member of important University committees. Since 1923, he held the chairmanship of the Committee on Accredited Schools and Colleges. In this capacity he exerted a directing influence on the development of the Junior College movement, not only in Missouri but in other states as well.

Those who knew Dr. Coursault personally throughout his years of service at the University of Missouri are glad to acknowledge his effectiveness as a scholar, a teacher, and as an educational leader. They, however, remember him best as a true gentleman. In his personal dealings he was always courteous and considerate; in his judgments of people, his colleagues on the staff or his students, he was always tolerant and magnanimous.

Theo. W. H. Irion,  
Dean of the Faculty of Education,  
University of Missouri

## Adapting The New Courses of Study to the Rural School

Sallie Pattinson, State Teachers College, Kirksville

MISSOURI is at work on the public school curriculum! The new Courses of Study for the Elementary Grades have just recently come from the press. In the installation and use of these courses there are necessarily many adjustments which the rural teacher must make. In this process of adjustment a sympathetic attitude, based upon an understanding of the content and the philosophy underlying curriculum making, is very essential.

### Three Divisions

The Courses of Study consist of three main divisions. The first section shows the general plan of the four-point program of curriculum building: administration, production, installation, and evaluation, and sets forth the principles and philosophy upon which the work of the various committees having a part in the development of the courses was based. Teachers should become acquainted with this point of view in order to understand the general make-up and plan of work suggested in the following sections. The second division consists of an outline of subject matter to be taught

in each grade. This outline represents the minimum essentials which are taught in the various subjects such as geography, history, literature, music, etc., and also lists the abilities and skills to be developed in each grade. The third division is composed of the integrated units in the different subject matter areas under which learning activities of children have been organized. A knowledge of these three main divisions is basal for the necessary adjustments to any particular school situation.

### Making Adjustments

With a knowledge and understanding of the three main divisions of the courses, the teacher is ready to make specific adjustments to his teaching situation. There are a number of factors which will determine the extent to which the program of integrated units is used. Some of these factors are: the teacher, the pupils, the County Curriculum Committee, the available teaching materials, and the amount of time which may be used for the development of the different units.

The progressive teacher who has in the

past few years experimented with projects and the unit plan of teaching, will welcome the great amount of suggested pupil activities and teaching materials in the Courses of Study. He will select from the units those which best fit the needs and interests of his pupils and will make the necessary modifications for his particular group. The less experienced teacher will introduce the unit plan of procedure more gradually, perhaps initiating units with only one or two groups of pupils in any one area until he becomes accustomed to the plan and sees its superiority over the older subject matter recitation method of teaching.

The pupils and their background of training will determine to some extent the success in developing units of work. If children in their training at home and in school have been encouraged to express opinions on problems as they have arisen in their experiences, if they have been taught to face situations squarely, to form judgments, to make plans, and then to execute these plans, the teacher can easily stimulate them to initiate and carry out worthwhile learning activities. For the children who have not had such training, the teacher will necessarily have to do much to stimulate interests and to give encouragement to them as they formulate plans of procedure, attempt to execute these plans, and evaluate their work. In this latter case progress will be much slower, but it is well worth the time and effort expended in developing pupil initiative and independence in work.

The work of the County Curriculum Committees will greatly aid in the problem of adjusting the Courses of Study to the local school. The suggested activities and materials offered in the different areas are more than any one teacher may use, for the producing committees had to keep in mind those schools with a maximum of teaching equipment, supervision, and trained teachers. At the suggestion of the State Department of Education a curriculum committee has been organized in many of the counties. These committees, composed of the county superintendent and a group of local teachers, are working on the problem of adapting the courses to their local counties. Many of these committees have already

done much valuable work in "gearing up" the suggested units to the local situation in the light of adopted textbooks and instructional equipment.

With the work of the local curriculum committee as a basis, each teacher will necessarily have to make further adjustments in accordance with the available library materials, as well as pupil interests and abilities. Other things being equal, the pupils having access to a well-equipped library will be better able to carry out the units of work to a satisfactory conclusion.

Time, always a factor to which the one-room rural teacher must give considerable attention, will help determine the number of units which may be developed by a particular group. However the amount of time which any group should devote to a unit can be determined only by the teacher himself. It will depend wholly upon the interest of the pupils, the learning situations which it presents, the available materials at hand, and the other units which the group may wish to develop within a given period of time. The teacher may economize time if before initiating a particular unit, he will check through the different areas in the Courses of Study for related units, and then integrate the materials in each area, thus teaching one larger unit rather than several smaller ones.

#### Change in Thinking Necessary

In addition to these adjustments which a teacher will make with reference to his particular group and teaching situation, some changes in his thinking are also necessary if he would keep pace with the modern trends in education. He must become less subject matter minded and not feel that he must have a recitation period for each subject every day. There seems no good reason for labeling children's activities and experiences as geography, reading, history, etc. The natural way of learning is to use any suitable past experience or bit of information which will help solve the problem faced by the individual regardless of the subject matter area from which it is drawn. However one should not lose sight of the fact that there are certain fundamental skills and habits such as those involved in reading, spelling, writing, oral expression, and the handling of number,

which children should learn. An opportunity for the use of these skills is provided in the units of work, but for most children additional practice must be given in order to develop efficiency. The minimum essentials as to subject matter and skills are to be found at the beginning of each area. The teacher should make frequent reference to these outlines checking the units developed by the group against the minimum essentials in order to make sure that the necessary skills, knowledges, and appreciations are being developed.

Teachers must also more and more group pupils for teaching purposes upon the basis of their interests and needs rather than grouping altogether on the basis of grades or classes. There is no reason why pupils who need the same remedial work should not be grouped together for this work regardless of the grades in which they are classified. Then too, many of the units in the different areas such as science, fine arts, health, etc. if developed by the entire school, will be of greater interest to the pupils and contribute to the growth of proper social attitudes and appreciations.

#### Plan Leads to Better Results

From the above discussion, it is evident that the rural teachers have a very definite and important part in the installation and evaluation of the new Courses of Study. It should be borne in mind that the courses are not to be followed to the letter, but they are to be used as a guide and aid in teach-

ing. Each teacher will not only become familiar with its materials and suggestions, and then adjust them to his particular situation in the light of pupil interests and needs, but it is hoped that he will develop other units with his group. It is believed that the unit plan of teaching will lead to greater interest on the part of both pupils and teachers, and therefore better learning and teaching. If teachers teaching according to the suggested plan offered in the Courses of Study, can at the close of school next spring answer in the affirmative three questions, they may feel that the courses have been installed with a reasonable degree of success. The questions are:

1. Have my pupils this year been more interested in their school activities than other groups of pupils which I have taught?
2. Have I as a teacher been more interested in my work and have I done a better job of teaching than in any other year?
3. Has the learning of the pupils been equal to or even better than that of any other year?

The new Courses of Study offer a challenge to every teacher having a part in their installation. Each teacher worthy of his profession will accept this challenge and will strive this year to do the best job of teaching he is capable of doing.

Sallie Pattinson, Instructor in Education and Rural Supervisor, State Teachers College, Kirksville, Missouri.

#### HAVE YOU ELECTED DELEGATES TO REPRESENT YOU IN THE ST. LOUIS CONVENTION, NOV. 17-20, 1937?

Remember that the business of Your Association is transacted by the Assembly of Delegates elected by the various community associations in the State.

Be sure that your delegates have been properly elected and certified to the State Secretary E. M. Carter, Columbia, Missouri.

November first is the dead-line. Your delegates must be elected before that date.

**At the Big St. Louis Convention, Nov. 17-20, Professor W. H. Kilpatrick, one of America's most loved and respected and inspiring leaders—all must hear him.**

## A Revision of Commercial Curriculum Needed

By Russell R. Grace

Twenty years ago the commercial subjects in the larger schools were taught by men experienced in their fields but without special training as teachers. With all due respects to these pioneers, the administrators of our schools demanded experienced teachers with training in education, and teacher training institutions reorganized their courses to supply the demand. At the same time there was a great demand from the business world for the schools to train stenographers, bookkeepers, typists, etc. Not only did the schools in the larger cities construct a commercial curriculum, but even the rural schools found the inclusion of such courses profitable during the years of prosperity. High school students were hired in spite of their meager training; and parents, teachers, and merchants advised young boys and girls to study business in the high school. These courses were in their experimental stage with very few text-books on the market. Experienced teachers of commercial subjects were in great demand, and of course the students in most high schools were taught only shorthand, bookkeeping, and typing. Schools having more experienced teachers were given the opportunity to study penmanship, arithmetic, spelling, business English, and business law.

Then came the depression which was felt in the commercial departments of the schools just as much as in the business world. In order to maintain the enrollment in the departments, commercial teachers still pointed the students to the great opportunities of obtaining jobs after graduation, parents still thought their boys and girls could obtain jobs if only they studied the course in the commercial department. After several years, the teachers saw they could no longer fool the public. Superintendents of small rural schools had a full commercial course of study in communities where there were not two typewriters outside of the school in the whole district. Many of these schools even offered two years of shorthand.

Even the larger towns and cities are guilty of equal crimes in the construction of their curriculum. One St. Louis County

school offers Business English to freshmen and sophomores just because it fits better into the daily schedule. The St. Louis high schools discourages the students from electing commercial courses unless they expect to major in that field. Then their choice of courses is even smaller than any high school in St. Louis County. They have very little opportunity to obtain cultural, personal, or social values in the commercial department. Shields, Assistant Dean of the University of Chicago Business School says:<sup>1</sup>

"Business education has at the present time and will have for many years to come, its greatest opportunity in the field of training for all. Certainly the collective business foolishness of the decade 1920-1930 was but a reflection of the kind of economic and business education which our schools had offered during the previous decade . . . If business education develops an adequate type of training designed to bring about intelligence with respect to the business problems of the home, wise purchasing of goods, . . . and a better appreciation of the individual's relationship in a business society, workers in our field will have contributed mightily toward preventing the recurrence of such events as have characterized the past three disastrous years" . . .

Shields points out here quite specifically that there is a very decided need for courses of a nonvocational nature designed to meet the needs of everyone in understanding our present highly organized business organization. There is an increasing demand for a new type of learning, the purpose of which is to train in understanding how business functions.

Many of the commercial teachers realized in that depression period a great need existed for a change in the curriculum. Superintendents did very little about it except wish for another teacher which he could not afford. The teacher colleges used the excuse that there was no demand for new teachers in such subjects as Business Problems, Consumer Education, Salesmanship, Business Training, Etc. The truth of the whole matter—teachers colleges have had no funds to expand their commerce departments—superintendents no money to hire new teachers.

1. Clevenger, Earl, *Possible Future of Commercial Education*, Balance Sheet, Dec. 1936, p. 162.

Nevertheless, the commercial teachers in the last few years have been constructing new courses which are more adapted to the needs of the pupils in each community. Contents of the courses were revised, new materials were gathered, and new aims and objectives were used. As Orville Pratt said:

"We may say that business education, along with other types of education, needs to shift its emphasis to some extent from memorization to thinking, from scholarizing to socializing; from knowledge to behavior; from effort to interest; from prescription to guidance; from uniformity to individualization; from scholastic marks to personality development; from subject matter to child growth; from passivity to activity. We are interested in aptitudes and attitudes as well as in a narrow range of knowledge and skills."

Once more the period of prosperity is appearing; a few of our students are being placed; should social values be forgotten; are we going back to the vocational age; are we going back ten years ago and make the same mistake in curriculum construction and aims of our department?

The department must adjust its courses to their department for the new courses. Teacher colleges with their increased appeal to these two groups of students: vocational and non-vocational. The general classification of non-vocational courses may be: (a) lack of funds and cannot add another teacher for personal use, (b) consumers use, (c) cultural values, (d) and guidance values. The course in typing would then be for two classes of pupils; for vocational and personal use; bookkeeping for those entering accounting, a foundation in business procedure of keeping daily records, or for personal use such as keeping household records, farm operations, personal check books, budgets, etc. Law of course must be taught from the standpoint of the pupil for his own protection in his civil rights. Personal salesmanship as well as vocational salesmanship should be emphasized. Shorthand, office practice, and advanced stenography can only be effectively presented from the vocational aspect. Business problems, as well as some of the other commercial courses, have a cultural value. A knowledge of business is just as much a part of culture as the appreciation of music, art, or literature. W. S. Maverick once said: "The musician, the painter, the poet, are in a

larger sense, no greater artists, than the man of commerce." In fact, two hundred years ago, a person considered himself cultured and refined if he knew how to use shorthand.

"Business education, its broadest sense is identified with every phase of the educative process and with every field of learning that in one way or another help prepare the individual to deal more effectively with the economic problems of life as he encounters them in his business occupational experience, in his private business negotiations, and finally in his communal economic activities. From this it is evident that in its objectives, content, and methodology, a comprehensive program of business education cannot confine to any particular type of school, period of training, group of subjects, class of individuals, or level of intelligence. It extends beyond the period of formal schooling into the domains of informal training on the job and extension adult education. So far-reaching and diversified is this program, affecting in varying degree every individual, that it is hardly necessary to remind the reader that a discussion of the vocational aspect of business education deals only with its primary function. We must not lose sight of the fact that in its non-vocational aspect, business education has definite consumer and personal management values, the significance of which, in the light of current curriculum offerings, instructional material, and teaching practices, has not yet been fully realized."

Today ninety per cent of our daily activity is business in some form. Should not all the students be taught about their major activity? Should not the people know more about our business world than those three narrow courses: Shorthand, typing, and bookkeeping?

The average high school has only a few students who have aptitude and ability to be good stenographers and bookkeepers, and courses should be so constructed as to give pupils with less ability an opportunity to express their proficiency in a course constructed for them. Our department is constantly receiving failures in other courses and their presence in vocational classes retards the progress of the whole group. Many of these students could then be properly guided in courses that would be of most practical value to them in the commercial department. A course in law and business problems should be required of all students in school. Much of the ignorance of simple business transactions cluttering

3. Altholz, Nathaniel; *The Relation of Business Education to General Education*; The Balance Sheet, Jan. 1937, p. 196.

up the courts and public institutions would be eliminated.

There are very few schools in this state that do not need a revision of their commercial courses. The administration in the Ferguson schools have given their full cooperation each year as our courses are revised, and new ones added. With in-

propriations will train competent teachers to teach the subject matter needed in each community. If we continue with only the vocational objective in these coming years of prosperity, the needs and purposes of education will be defeated. Plan now a richer and more wholesome course for your commercial department next year.

## A Program for National Book Week

Alice Bailey

MANY Missouri high schools observe National Book Week with more or less elaborate programs. A plan which I have used, and which seemed to arouse interest among students, may be of use to other teachers of English, who have the problem of planning activities for Book Week or of making suggestions to student groups, who may be arranging a program for the week.

A committee composed of members of each English class last year planned the program. Sometimes the members of such a committee have been chosen by the English classes as their representatives; again, the committee has been appointed by a Student Council.

The program of activities arranged last year consisted of four projects. As many old books were available in the community, the group arranged a display of the oldest Bible, the oldest novel and book of poetry, as well as the oldest textbooks—readers, spelling books, and arithmetics—all contributed by students.

A second display emphasized the theme for Book Week—"Books to Grow On." On open bookshelves books of fiction, biography, and travel were displayed, together with some object significant of the type or

of a particular book; for example, with "Green Light" a cardboard traffic light was displayed.

A third project was a book-jacket contest within each English class. Each student's poster represented his conception of a suitable book-jacket for the book chosen.

At the end of the week all English students and teachers enjoyed a costume party of characters from fiction. During the week preparation had been made for this event by short discussions, in English classes, of fiction characters and costumes. On Friday one found, instead of the familiar students and teachers, Ichabod Crane helping Mrs. Wiggs with geometry, Rip Van Winkle in tete-a-tete with Abbie Deal, and Miss Betsy Trotwood and Silas Marner consulting the dictionary. The party was held during the last two periods of the day, games being directed by the committee.

The activities of this week, I believe, served to stimulate a lively interest in "Books to Grow On"; to renew pupils' acquaintance with stories, characters, and authors; to call forth originality and resourcefulness; and to provide for artistic expression and for impersonation.

Roy Winthrop Hatch, outstanding Classroom Teacher, Montclair, N. J., will deliver several helpful addresses at the St. Louis Convention, Nov. 17-20.

## Personality Maladjustments Resulting from Retardation in Reading

Gertrude Hosey.

**REMEDIAL TREATMENT** for sub-standard work by children of normal intelligence is an obligation which no teacher can avoid and an opportunity which good teachers welcome. Miss Gertrude Hosey of Central Missouri State Teachers College discusses the remedial problem as it is related to retarded reading ability and resulting maladjusted personality. In addition to a general discussion she describes individual cases and the treatments given.

**R**ETARDATION IN READING is not merely an educational problem but also a psychological one. Maladjusted personality resulting from failure to learn to read efficiently is a relatively new problem. Compulsory schools, modern techniques of teaching reading resulting in higher standard of efficiency, and parental pressure upon children to do well in school have done much to raise the educational level of the masses. But while the many have benefited by these influences a few have found these to be their undoing. A few normally intelligent children in the best of schools and many in the poorer ones fail to learn to read up to their grade level.

Many causes operate to produce these non-readers among intelligent children. A child who is mentally mature may be physically handicapped by immaturity of eye development or by auditory or visual defects. The practice in rural areas of employing teachers who have had no specific training for teaching beginning reading may place the child at a disadvantage from his first day of school. A break in the child's regular attendance and a change from one school system to another in the early primary grades are two of the most common causes. Probably it is better to say two common contributing factors rather than two common causes, as all maladjusted personality is the result of inner forces and outer stimuli rather than of either one alone. A child who is reading fairly well in his group in his late first or early second year has to be out of school for a long period because of illness or for some other good reason. When he returns, his classmates have acquired a vocabulary

that is an unknown one to him, and he sits among them baffled at the ease with which they read from a page that looks to him like a foreign language. Life in the school has changed for him. It had been a place where he stood with his peers and where he was meeting the common run of success, but now he finds himself in a new world, a difficult world in which he is a decided inferior. Changing from one school system to another in these early months may bring about the same unhappy state of affairs. The child is getting on well in one school when he has to go into another where a different set of basic readers is used. His vocabulary had been adequate for the material he was asked to read in his first school but the material in the second school is built on an entirely different vocabulary. His new classmates read with little difficulty pages that are filled with words strange to him. His parents hear his discouraged complaints and believe that the new school is a less efficient one than his former one, or that the standard of achievement is higher in this new system.

In each instance the child needs special help to bring his vocabulary up to the standard of the class in which he is working. For many teachers this individual work requires more time than they can spare from the already over-crowded day. Hence, the child is left to sink or swim in this maelstrom of reading difficulties. The child who is emotionally stable and has already learned to face the hard places of life has a fair chance of swimming out and gradually gaining his place with his class. Obviously enough to even the casual observer, real trouble lies ahead for the child who cannot face defeat with calmness.

Reading is the key which unlocks the doors to all higher stages of formal education. In the old days failure to acquire this key merely meant that the child dropped out of school early and tried his luck somewhere else with results that ranged all the way from complete failure to amazing success. But no such solution of the child's problem comes today with the social pressure and compulsory school laws demanding that he remain in school. He faces defeat for the major part of every school day because he cannot master the printed page. Emotional turmoil incapacitates him for the learning that he might do apart from the group. His only hope lies in a learning situation that is freed from a social environment which keeps him constantly aware of his inferiority. The ideal set-up for this situation is a special remedial reading program in which retarded readers may be given expert instruction apart from the regular classroom and thus be brought up to grade-level in the minimum time. Since such programs are, for the most part, found only in the larger school systems some other means of providing reading opportunities for these unfortunate children must be employed. The unit plan of organizing subject matter is one of the simplest because the regular classroom teacher can take care of a number of children of different levels of attainment at the same time. Each child reads on the subject chosen from materials of his own level and makes his contribution to the group without being made to feel that he is a failure. The method used to bring the child up to his normal level of attainment is, however, of little importance so long as the results are satisfactory, but failure to give attention to these cases may justly be charged to the public school as criminal negligence.

In the remedial reading work done in the Elementary School of the Central Missouri State Teachers College case studies have been made covering several years of time. Extracts from a few of these illustrate typical personality quirks that children develop in their efforts to escape from the unhappy schoolroom situation.

**CASE 1. The Day-dreamer.**

Boy, chronological age 9 years and one month. Intelligence quotient by the Binet-Simon Test, 97. Grade 4. Reading ability by

Bloomington Public School Test, Grade 2A. (Other standardized reading tests verified this score.)

**Symptomatic behavior:**

- (1) dull looking and listless
- (2) seemed neither to hear or comprehend teacher's directions
- (3) teacher's direct efforts to secure his attention resulted in holding it only a few seconds.
- (4) parents complained of his day-dreaming and nagged to arouse him from his lethargy.
- (5) determined to pursue his own course once he had announced it.

**History:**

Kindergarten teacher reported that he was one of the alert, bright children of his class. Reports from first and second grade teachers could not be obtained but the fact that he attended school in three towns in these two years besides having more than one boy's share of measles, mumps, and other contagious diseases in the same period was sufficient explanation of his failure to learn to read. His parents, both college graduates, were more than eager for him to do well, but had not realized the difficulties the boy was encountering. They had seriously aggravated his case during his third year by urging him to put forth great effort to do his school work well.

**Remedial Treatment:**

It was not possible to give the child any special help outside the regular fourth grade reading period and the difficulty of securing his cooperation caused him to make practically no progress during the first half of the year. A beginning was made when he announced in a rather timid manner that his Child Life Magazine contained a story on the subject of the class discussion. When asked to bring it to read to the class he quickly agreed but in a day or two decided he could not read it well enough for the class. After some coaxing by the teacher he brought the selection and was given enough help on it that when he read it aloud with considerable telling of the most interesting parts by the teacher he received applause from the class. His faith in himself was somewhat restored and this was definitely the turning point. He was now interested in reading and giving the class a brief report of what he read. He was given three basic first readers followed by the second and third of the same series and finally the fourth of one of the series. At the end of the term he scored high fourth grade on the Bloomington Public School Test, Form 2.

During the summer term he read from the library under the guidance of a very sympathetic and encouraging teacher. He took great pride in his book list that he made during the summer. In the fall he entered the fifth grade as one of the leaders. He developed an especial interest in early American history and during the year read practically every thing of intermediate grade level in this field that he could lay his hands on. He went into the sixth grade a strong student, alert, happy, and courageous.

**CASE 2. The Fighter.**

Boy, chronological age 9 years and 8 months. Very large and mature looking. Intelligence quotient by Binet-Simon Test, 102. Grade 4 Reading ability by Bloomington Public School Test, Grade 2B (verified by other tests).

**Symptomatic behavior:**

- (1) very domineering with other children.
- (2) used his wide travel experience and other superior out-of-school experiences to gain prestige with his classmates and cover up his deficiency in reading.
- (3) became emotionally upset when held down to reading, usually developing a temper tantrum but sometimes turned pale, perspired heavily and complained of a headache.
- (4) his reading was largely wild guessing based on pictures or a few contextual clues. The realization of the absurdity of his guess always brought out a flare of temper.

**History:**

The boy told his own story as follows: He had been a good reader in the first grade but was sick most of the second year and when he came back to school after long absences the class was reading words that he never heard of. He was an only child of intelligent, ambitious parents. The mother was a semi-invalid and had given the boy too much devotion. He was an over-grown baby when it came to attacking difficult things but was very devoted to his parents and suffered the keenest anguish because of their disappointment over his school work.

**Remedial Treatment:**

His case was an extremely difficult one and it took the best part of a year to get the boy in a frame of mind to do systematic work. He was given the same type of work as Case 1 at the same time but because of his many bad reading habits did not make the progress the other boy did. During the summer term he was given special remedial work for a ten week period. At the end of that time he scored low fifth grade by several standardized tests. The next year he did fifth grade work with average success. His remarkable gain, however, was in his self-control. The temper tantrums and the functional headaches disappeared as he gained the power to hold his place with his classmates.

**CASE 3. The Unhappy Child.**

Boy, chronological age 9 years and 6 months. Small and immature looking. Intelligence quotient by Binet-Simon Test, 94. Grade 4. Reading ability by Bloomington Public School Tests, 2B. (Verified by several other tests.)

**Symptomatic behavior:**

- (1) nervous twitching of the face.
- (2) eagerness to success that was almost a nervous frenzy.
- (3) wild guessing in his reading and great embarrassment over his mistakes.

**History:**

Missed nearly all of grade three on account of illness. A change of teachers near the end of the term was probably responsible for his promotion to the fourth grade. The grade was very large and he was completely lost in trying to get the various subjects that required reading. He became very unhappy and discouraged, crying a great deal at home over his failure in school. His mother, in despair, brought him to Warrensburg and placed him in the Training School.

**Remedial Treatment:**

He was given attractive library books of first grade level for the first few weeks followed by second grade texts and library books. So far, he had no special help, merely opportunity to read material that he could read with a little informal conversation with the teacher on each thing he read. His mother reported that his attitude toward his school was completely changed and that he could face the school day with joyful anticipation rather than with dread. During the summer term, he had special remedial instruction and at the end of the ten weeks period, rated Grade 3A by the Bloomington Public School Test. At the beginning of the next year he was retained in the fourth grade but the matter was talked over with him and he made the decision to stay in the fourth grade rather than attempt the fifth. Several of the group read no better than he and the class as a whole was about his social level so that his association with this group proved to be very happy. A careful selection of easy, interesting library material through the year was the only special help he had in this year. The next year he completed the fifth grade a happy, enthusiastic, self-reliant, little boy with reading ability rather low for fifth grade standard but with pride that he was the best writer in the room.

**RAILROAD RATES TO THE BIG STATE CONVENTION AT ST. LOUIS,  
NOV. 17-20.**

Round trip first-class tickets will be available at approximately  $2\frac{1}{4}$ c per mile each way, and round trip coach tickets at approximately 1.8c per mile each way. Both classes of tickets will have a return limit of 30 days in addition to the date of sale, and can be purchased without the use of identification certificates.

Articles  
of  
Lasting Interest

The  
Magazine World

Condensed by  
Wilfred Eberhart,  
Ohio State University

... A unique experiment in adult education

**SHOREWOOD, WHERE ADULTS ARE STUDENTS**

William E. Daley

*The Survey Graphic*, September, 1937

A community where more adults than children go to school is Shorewood, Wisconsin, a residential suburb of 15,000 people near Milwaukee on Lake Michigan. More than half of the four thousand families in the village participate voluntarily in the program. Nearly a thousand adult non-residents also go to the school. There are 3213 adults enrolled in its classes, while only 2683 children are in the high and grade schools.

"Adults are interested and feel that the work is worthwhile," the director explains, "and they spend several nights a week in pleasurable and profitable leisure time activities."

A few of the teachers in this Opportunity School are members of the high-school faculty, but most of them are professional men or people who have developed some hobby. The school uses the Shorewood High School buildings but pays its share of the expenses.

Class activities include a wide range of subjects. Discussions of modern social and political problems skyrocketed to popularity in the past few years. Awakened to great changes in world affairs, people were eager to understand what was happening. There are classes in bookkeeping, business law, salesmanship, typing, literature, everyday writing, public speaking, arts and crafts, foreign languages, photography, sewing, hat designing, interior decorating, and a variety of other subjects. One Shorewood man has furnished two rooms in his home with furniture which he made in school. Another spent two years in carving a single chair but when he was finished he had reason to be proud.

The Sunday afternoon lectures are attended by a thousand people each week.

Many Shorewood residents would no more miss a single lecture than they would their Sunday dinner. The indoor swimming pool attracts between one thousand and two thousand swimmers weekly.

Hundreds of educators throughout the country have become interested in the Shorewood program. A number plan to use it as a model, adapting it to their own communities.

... A mother's adventure in education  
**POETRY AND THE CHILD**

Kathryn Worth  
*The Atlantic*, September, 1937

When my daughter was a year old I began reading aloud to her great imaginative poetry—Shakespeare, Keats, Coleridge, Robinson. I was attempting to teach her fine poetic rhythm as opposed to the metronomic beat of nursery rhyme. By the time she was two and a half, when children usually learn "Hickory, Dickory, Dock," she was reciting aloud with apparent gusto:

Life's but a walking shadow, a poor player

That struts and frets his hour upon the stage

And then is heard no more.

The lines had no meaning for her, of course, but her ears were becoming used to the sound of Shakespeare rather than the sound of Mother Goose.

When my daughter was three and was beginning to ask, "What does this word in the poem mean," I went farther with her. I wanted her to see that the indispensable element in poetry is not rhyme or meter, but symbol, metaphor. Day after day I made images for her from nature:

The lilac is a little girl in a purple dress.  
The lake is a cup for the swan to drink from.

The goose is a feather pillow lying on the grass.

The day when my child said, "The lamp shade is a skirt for the light to wear," I knew that she had crossed over the imagi-

nary line into poetry. As the next step, we went back to poetry in books again and enjoyed such images as Sandburg's "The fog comes on little cat feet" and Christina Rossetti's "My heart is like a singing bird."

At the age of six my daughter began reading for herself. I presented her with her first *Mother Goose*, illustrated. The book received one reading. She said, "These are just good little stories; they are not really poetry at all."

Today, at eight, she reads Dickinson, Lowell, Sandburg, MacLeish, with delight. Yet she is not shut off from the enjoyment of rhyme and nonsense. She relishes also "Jabberwocky" and "The Owl and the Pussy Cat."

... A novelist looks at education  
**GETTING ACQUAINTED WITH HIS WORLD**

Dorothy Canfield Fisher

*The National Parent Teacher*, September, 1937

In acquainting a child with his physical environment we no longer have the excellent, if accidental, educational plant of the old home, complete with limitless space of field and brook and orchard. Nevertheless, if we can once get a general direction, so that we may set our course, we should be resourceful enough to manage the journey.

What is it that we want children to learn about the physical universe? Fundamentally, we want them to *understand* it, in order that they may be able to control it. As members of the human race they must find out—for themselves—the unalterable laws of cause and effect. Unless they learn to base their actions on that fundamental knowledge, they may not live to grow up at all, let alone become useful and happy members of society. They must become aware of the unalterable laws that have nothing to do with the wishes and commands of human beings, because it is under those laws that they must live.

We have been told a thousand times that it is dangerous to check with repression the child's first questions about sex. But we are not sufficiently warned that the result of checking his first enthusiasm about other kinds of knowledge may not be as spectacular, but can be every bit as disastrous. If we forbid a child interested in art to use indelible ink, without putting something in

its place, we may be teaching him that initiative and imagination are wrong. Even though Johnny at ten may take no interest in his studies, he was once a bustling bundle of energy; explorer, experimenter, artist—all afire with a vivid, impetuous desire for knowledge. That desire must be kept alive. We may take the bottle of indelible ink with one hand, but we must never forget to hand out paper and crayons with the other.

... These are the joys of teaching

### I LIKE TO TEACH

Brooks Shepard

*Harper's Magazine*, August, 1937

When I left manufacturing a number of years ago my friends were startled. Then as the depression deepened they saw the academic campus as a sheltered valley in a tempestuous world. Now, with financial skies clearing, one or two have wondered when I would climb back on the band wagon.

I've no intention of climbing back. I like to teach.

The teaching job places one, willy-nilly, in the position of guide, goad, and God. A teacher's life in the right sort of school is a continuum of absorbing human problems. Indeed, as one of my hard-boiled friends remarked: "A lot of people are teaching simply because their job enables them to be God Almighty for five hours a day."

The average adolescent boy is ignorant, indolent, half-baked, over-sexed, and self-conscious as a parson on a binge. Nevertheless, in the middle of this horrific thicket in which he has hidden himself sits an honest, friendly, and simple creature. And he likes to come out of this Caliban's garden; under escort at first, but finally alone. The explorer can blaze the trail. No two trails are alike; and that, for the explorer, is the fascination of it.

When a teacher's classes are decently small he deals with individual human beings. He and they live in an atmosphere of mutual respect and affection; he and they learn much from one another. He hears startling confessions that never reach the administrative office. Heaven help the teacher who cannot be as honest as his students in these moments of intimacy, and as silent as the Sphinx afterward. "The best that we can do for one another," says Froude, "is to exchange our thoughts free-

ly: and that, after all, is little."

So little is it that the low pay of a teacher is perhaps a just reward for the small service he can render. But his roof keeps off the rain; his family is fed and

clothed; and with his students he dreams again the dreams of his boyhood, and the deepening wrinkles about his eyes and mouth are nothing but lies.

## Secondary Education and Democracy

E. A. McKay

**I**F AMERICA had a standing army of six million soldiers there might be a question relative to its need. It is not without point to challenge the existence of a similar sized group devoting four years of their lives to training in secondary schools. The underlying educational philosophy of the programs for this vast assemblage of youth is that it is not basically, a time spent in the preparation for life, rather it is in reality an attempt to give the youth of the land an opportunity to live each day in such a way that each individual may utilize his time to his and the social group's best advantage. Because of this philosophy secondary education in the United States is unique especially when we consider the fact that numerous laboratories are working independently on educational problems, rather than having the entire secondary school system regimented into a single world. The results of such experimentation is that there has been a definite expansion in the curricula for the secondary schools. This expansion is characterized by setting up a minimum amount of required courses and at the same time offering a very wide range of electives suited to test the native ability and be in accord with the individual interest of the student.

But with all of this expansion of the curricula there is still a challenge both in the direction of change to new courses, and the new emphasis on the old, if secondary education is to meet the needs of modern youth in a continuing and more vital democracy.

There must be added emphasis in the elementary laws and habits of health designed to lay a foundation of physical endurance for the future demands of life and work. A fuller understanding of the social and economic value of a healthy

body and how to keep in good physical condition. There should be a comprehensive course in economic guidance with emphasis on the proper selection of a life work, the essential elements of success at a life job.

There is needed a course in the interpretation of democratic citizenship designed to produce a quality of enlightened civic conduct, and political thought that will raise the standard of community life.

Social conduct requires a course in the modern social arts with emphasis on culture and good manners. The cultivation of a taste for good music, art, wholesome entertainment and refined social conduct from the consumer's point of view.

There must eventually be added emphasis on individual integrity, honesty in business, respect for others' right, and a knowledge of moral values.

Secondary education of tomorrow will command added respect in the business world because the diplomas issued will be more discriminatory and will reveal the record of the youth, thus picturing practical results of education. To obtain such information it will be necessary to correlate more closely all the wholesome educative factors in the community life. Comprehensive diplomas based on such correlation and cooperation will have real meaning because it will give a clearer picture of the schools and the local business and professional groups' appraisal of the students' ability. Such a trend in Secondary Education is already in progress and is a hopeful sign for the perpetuation of democratic institutions.

This enlarged program calls for a highly trained teaching staff. To that end standards of certification and acceptability of teachers are constantly being raised.

## American Education Week - November 7-13, 1937

**A**MERICAN Education Week will be observed this year from Sunday, November 7, through Saturday, November 13. Its theme this year is an inspiring one, "Education and Our National Life," and the program is built around two special observances of nation-wide interest. One day is set aside especially for the Horace Mann Centennial, and another is devoted to "Schools and the Constitution," in connection with the Constitutional Sesquicentennial, which will be in progress at that time.

American Education Week is a time when, if every teacher does his part, the thoughts of the entire country turn toward its schools, toward a better understanding of the schools and their problems, toward a

more complete comprehension of what the schools are doing and are trying to do.

The observance of this week is sponsored nationally by the National Education Association in cooperation with the United States Office of Education and the American Legion. It is not a closed corporation, however. There is plenty of opportunity for any group friendly to education to have a share in this observance, and to promote the objectives of the week. The plan lends itself to originality and initiative on the part of local schools.

On the individual teacher, the faculty of each school, the local teacher organization, and the local school officials rests the responsibility for seeing that American Education Week comes to life in

(Cont'd on page 282)



PHOTOGRAPH BY THE NATIONAL EDUCATION ASSOCIATION

## TEACHERS HELP THEMSELVES

by

## HELPING ONE ANOTHER

and by

WORKING TOGETHER FOR THE  
ADVANCEMENT OF THE CAUSE  
OF EDUCATION IN GENERAL

## WHAT YOU GET FOR YOUR \$2.00

The satisfaction of being one of a group large enough to exert some influence in shaping the educational policies of the state.

The feeling that you are loyal to your profession and to the cause for which you labor.

SCHOOL AND COMMUNITY, the official organ of the Missouri State Teachers Association, which keeps you in touch with educational plans and developments throughout the state.

A voice in shaping the policies of the largest professional organization in Missouri.

The privilege of attending the annual state convention of that organization, with the feeling that you have contributed your share towards making the convention a success.

The same privilege and feeling with respect to your annual district meeting, which, like the state meeting, is made possible by the combined fees of the members of the Association. District meetings are held annually in Kirksville, Warrensburg, Cape Girardeau, Maryville, Rolla, and either Springfield or Joplin.

The privilege of belonging to a local community teachers association and co-operating with the other members of that organization. A part of the \$2.00 fee goes back to the community association of the county or city where the member works.

The privilege of sharing in the material benefits resulting from the legislative work of the Association, with the feeling that you have contributed something towards making those benefits possible.

*Teachers of Missouri work together  
through the agency of  
The Missouri State Teachers Association*



State Teacher Education  
Columbia, Missouri

The Missouri State Teachers  
and its Recent Achievements

The Association organizes  
and has functioned throughout  
time.

For many years annual  
of the Association has been held.

The Association has a  
staff at Columbia, a group  
committees to work for the  
the welfare of teachers and schools.

The Association has  
insurance for its members.

The Association has a  
circle work in progress,  
only legitimate specialist in  
the State Department.

In cooperation with the State  
of Education, the Association has  
been responsible for much of the  
school legislation of the State  
Assembly of Missouri during the  
five years or more.

The Association has  
movement that led to the  
1931 school law, the most  
looking piece of legislation  
on our statute book.

The Association has  
tion with the State has  
pushed to enactment  
to the tuition and

The Association has  
agencies in bringing  
of new revenue measures  
sions of the General Assembly.



Teachers Building  
Columbia

Missouri Teachers Association  
its Recent Achievements

Association organized in 1856,  
continues busily since that

year annual membership  
is 20,000.

Association is a headquarters  
Columbia, group of standing  
to work problems relating to  
of teacher schools.

Association is a plan of group  
for its members.

Association of the pupils read-  
work in, and is now the  
the special work, outside  
Department of Education.

Association with the State Department  
the Association has been large-  
for worthwhile piece of  
Association of the General As-  
Missouri the last twenty-  
more.

Association and financed the  
that led to enactment of the  
law, the most forward-  
of school ever placed  
the book.

Association and, in coopera-  
the State Department of Education,  
enactment amendment  
and education law.

Association with other  
brought the enactment  
me in the last three ses-  
General.

Now this is the law of the jungle,  
as old and as true as the sky;  
And the wolf that shall keep it may prosper,  
but the wolf that shall break it must die.  
As the creeper that girdles the tree trunk,  
the law runneth forward and back;  
For the strength of the pack is the wolf,  
and the strength of the wolf is the pack.  
—Kipling.

#### The Missouri State Teachers Association and its Look to the Future

*The Association sees these possibilities in  
the future:*

- 1. The payment in full of the state's obligations under the 1931 school law.
- 2. School districts of sufficient size to provide adequate school facilities for all children in the state.
- 3. The dignifying of the office of county superintendent of schools by providing for that office a salary and an expense allowance commensurate with its responsibilities.
- 4. A well-trained and well-paid teacher in every school room.
- 5. Security of tenure and retirement allowances for teachers.
- 6. Adequate appropriations for State-supported educational institutions and the State Department of Education.
- 7. The development of such a feeling of professional solidarity and responsibility among teachers as will completely eliminate unethical practices.

*The Association visualizes, as the means to those ends, the cooperation of all teachers in the state in the maintenance of:*

- 1. A militant State Association.
- 2. Aggressive and effective District Associations.
- 3. Active Community Associations everywhere.

#### :-: JOIN NOW :-:

The Membership Fee is only \$2.00 per Year.  
Our Goal is 100% Everywhere.

*I want to so live that I may work with  
my fellow men.*

—Woodrow Wilson.

their community. The work is easier, however, because other teachers all over the country will be doing the same thing, while the public, the newspapers, other organizations will be aware of the national movement and will be willing to assist.

But in the long run, it does come back to the individual teacher, and to the local community.

The complete set of themes for the week are as follows:

Sunday, November 7—Can We Educate for Peace?

Monday, November 8—Buying Educational Service

Tuesday, November 9—The Horace Mann Centennial

Wednesday, November 10—Our American Youth Problem

Thursday, November 11—Schools and the Constitution

Friday, November 12—School Open House Day

Saturday, November 13—Lifelong Learning

Numerous suggestions, programs, materials, posters and other aids can be purchased from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

## A New Health Education Division for Missouri

By Thelma Suggett, Assistant Director of Health Education

No function of society is more important than education for health. This new division in the Department of Education with a direct connection with the State Department of Health offers new life and expert direction to school health service. Its value to the public will depend largely on the use which teachers make of the services offered. Miss Suggett as Assistant Director devoting her time particularly to the school health program will help the teacher do a better job of health education.—Ed.

MISSOURI has a new Department of Health Education. It was established through the joint efforts of the State Department of Education and the State Board of Health and is functioning under the direct supervision of Lloyd W. King, State Superintendent of Schools, and Dr. Harry F. Parker, State Health Commissioner.

Senator J. S. Rollins, prominent educational force in Missouri, is director of the new department. Miss Thelma Suggett, assistant director, is located in the Department of Education and devoting particular attention to the school health program.

The new Course of Study, through its attention to health teaching, has paved the way for an effective health instruction program in Missouri. It conforms with the present aim and tendency to broaden the concept of school health to interpret health as a way of living as well as a subject to be taught.

“Every teacher a health teacher” may well be adopted as the aim of the new department. If a state-wide program is to

succeed, we must have not only well planned courses of study but also teachers throughout the state who are sympathetic with and properly trained in the fundamentals of health teaching.

Toward this end, the new department plans to provide a two-way service—for teachers in service and for teachers in training.

Ordinarily the first step in a state school health program is to stimulate the interest of teachers along health lines. Apparently, in Missouri this stimulation is not necessary. In fact, it was the voice of the teachers in service that helped to bring about the creation of the new department.

How then can the new service be of maximum help to teachers in the field of active service? Through county superintendents, city superintendents, supervisors and teachers, the new department aims to discover at first hand how it can best serve Missouri schools. In this way, its work may be given the practical rather than the theoretical slant.

For example, what are the health teaching problems of rural teachers? How can they provide for the correction of defects? How can their pupils function healthfully in a school plant which does not provide sanitary equipment? Would it be possible to supplement the school lunch with one hot dish on cold winter days?

These are a few of many health problems which face the rural teacher. While a visit to each school and individual teacher is not possible, the new department can suggest to teachers practical aids in their health program.

What of the teacher in training? The finger of school health education points to the day when all teachers will be trained in health. While that day is still fairly far distant, Missouri teacher training institutions have made rather substantial progress in this respect.

Health in teacher training has not held its own in the past. More and more throughout the United States, it is occupying its proper place in the teacher-training curriculum.

Missouri's teacher training institutions are invited and urged to cooperate in the

development of a state-wide school health program. Our colleges, in fact, are in a key position to help solve the school health education needs of the state. Training in the basic sciences plus instruction in the teaching of health will send teachers into the field adequately equipped to cope with the everyday school health problems which confront them.

Plans for the new department extend beyond the school to the homes and communities throughout the state. A school health education program which neglects to carry adults along with it is likely to suffer. For this reason, plans are under way to reach as many lay persons as possible with new, authentic health information. Talks, newspaper releases and distribution of literature are three methods which the department will employ in its general public health program.

The public in general is becoming more health conscious and is interested as never before in health problems and preventive methods of handling disease. This department hopes to foster that interest in every way.

**WHAT DID THEY LEARN TODAY?**

BESIDES THE 3 R'S ARE 4 FACTORS THAT HELP BUILD GOOD TEETH. THESE FACTORS, SO VITAL A PART OF HEALTH EDUCATION, ARE:

1. EAT THE PROPER FOOD; 2. EXERCISE THE TEETH; 3. KEEP THE TEETH CLEAN; 4. MAKE FREQUENT VISITS TO THE DENTIST. AND DON'T FAIL TO STATE THAT CHEWING GUM, HAPPILY AND SCIENTIFICALLY, IS AN AID TO FACTORS 2 AND 3. THERE'S A REASON, TIME AND PLACE FOR CHEWING GUM.

University Research forms the basis of our advertising... The National Association of Chewing Gum Manufacturers, Rosabek, Staten Island, New York.

R-206

## DISTRICT TEACHERS ASSOCIATION PROGRAMS

Six divisions of the M. S. T. A. will hold their meetings on October 14-15 in Kirksville, Warrensburg, and Maryville, and on October 21-22, Joplin, Cape Girardeau and Rolla, four and five weeks, respectively, before the big Annual State Wide Convention of teachers to be held this year in St. Louis.

The outlook promises that each meeting will have an attendance larger than in the recent past years. Enrollments are piling up at the Headquarters Office in Columbia in numbers indicating wholesome increases in all parts of the State over the depression years and a spirit of hope and progress is evident everywhere.

### Northeast Missouri Teachers Association, Kirksville, Oct. 14, 15.



Clarence Mackey

#### Officers

President, Clarence Mackey, Mexico  
First Vice-President, H. M. Boucher, Memphis  
Second Vice-President, Fleeta Taylor, Marcelline  
Secretary-Treasurer, L. A. Eubank, State Teachers College, Kirksville

#### Executive Committee:

Mrs. Hildred Spencer Blake, Milan  
L. W. Van Lanningham, Kirksville  
Bessie Ray, Kirksville  
R. G. Smith, Macon



L. A. Eubank

The Twenty-seventh Annual Meeting of the Northeast Missouri Teachers Association at Kirksville will open October 14.

#### General Sessions

The first general session will be presided over by Mr. Clarence W. Mackey, President. An address of welcome will be delivered by Dean Eubank of the College and a response will be made by President Mackey. The session will be addressed by Senator Gerald P. Nye on the subject "Preparedness for Peace" and by Dr. Charles Gilkey, University of Chicago, on "The Influence of Atmosphere."

The second general session will be held at the Kirk Auditorium on Thursday evening at 8:00 P M. Mr. H. M. Boucher will preside. The meeting will be addressed by Honorable

Lloyd W. King, State Superintendent of Schools, and Mr. Roscoe V. Cramer, President of the M. S. T. A., which will be followed by a picture show given to the teachers by the Kirksville Chamber of Commerce.

The third general session will be at 9:00 A. M. Friday, October 15. Mrs. Fleeta Taylor will preside. The meeting will be addressed by Mr. G. H. Jamison of Northeast Missouri State Teachers College; Rennie Smith, English journalist and lecturer, and Carl Sandburg, poet and lecturer.

The fourth general session will be held at Kirk Auditorium Friday, October 15 at 1:00 P. M. President Mackey will preside. Rennie Smith will deliver an address on "Nazi Germany Opposes Bolshevik Russia" and Hon-

orable Ruth Bryan Owen Rohde, America's First Woman Diplomat will address the convention on "This Business of Diplomacy." Carl Sandburg's subject will be "American Folk Songs and Tall Tales."

#### Departmental Sessions

Thursday afternoon, October 14, will be given over to departmental sessions. The Rural and Elementary Education department will meet at the Greenwood School Auditorium. Miss Willie Whitson will preside. The program will consist of music by an all-district rural school chorus directed by Miss Leora Zeigler, demonstration teaching by the Greenwood School, a rhythm band from the Lone Star School, Adair County directed by Miss Dorothy Saffel, and "The Activity Program and Its Relation to Child Guidance" will be discussed by Dr. C. E. Germane of the University of Missouri.

The department of Business Education will meet at 1:30 in Room 104 of the Library Building. Mr. Charles Kauzlarich will preside. The meeting will be addressed by Miss Ann Brewington, Assistant Professor, School of Business, University of Chicago on the subject "How Your School Can Produce Perfect Secretaries." The address will be followed by a round table discussion.

The Social Science and Home Economics department will meet in Room 207, Library Building at 1:30 P. M. and Mrs. Dorothy Sens Lewis will preside. Dr. Mildred Thurow Tate, Associate Professor of Human Relations, Virginia Polytechnic Institute, Blacksburg, Virginia, will discuss "Family Relationships."

The department of Music will meet at 1:30 P. M. in the Junior High School Auditorium and will be presided over by Mr. Howard

Vanskike. "Art in Present Day Life" will be the theme and Dean Theo. W. H. Irion of the School of Education of the University of Missouri, will address himself to that theme.

The Mathematics department will meet at 1:30 P. M., Room 203, Library Building with Mr. C. C. Marksbury presiding. The subject for discussion is "Recent Curriculum Tendencies in High School Mathematics," and the discussion will be led by Mr. G. H. Jamison of the State Teachers College, Kirksville.

School Administration section will meet at 3:00 P. M. in Room 201, Library Building, Mr. Wayne McKanna presiding. Dr. W. W. Carpenter, Professor of Education, University of Missouri, will discuss the subject "Building a Profession." The discussion will be followed by a round table discussion.

The Science section will meet at 3:00 P. M. in Room 308 of Science Hall. Mr. Walter Hedberg will preside. "The New State Course of Study in Science" will be the subject of an address by Dr. Ralph K. Watkins, Professor of Education, University of Missouri. His address will be followed by a discussion.

The Language and Literature section will meet in Room 101, Library Building, Mrs. Laura F. Kessler presiding. The program has not yet been arranged.

The Fine Art section will meet at 3:00 P. M. in the Little Theater and Mrs. Cleo Evans will preside. The general theme for discussion will be "An Appreciation of the Masterpieces."

#### House of Delegates

The meeting of the House of Delegates will be held Thursday, October 14, 1:00 P. M., Room 101, Library Building.

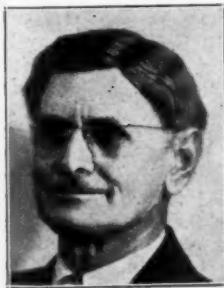
## Central Missouri Teachers Association, Warrensburg, Oct. 14, 15.

#### Officers

President, M. Wray Witten, Versailles  
Vice-President, Homer Clevenger, Norris  
School, Blairstown  
Treasurer, G. E. Hoover, State Teachers College, Warrensburg  
Secretary, Fred W. Urban, State Teachers College, Warrensburg

#### Executive Committee:

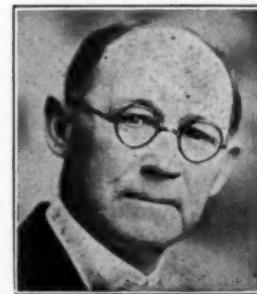
M. Wray Witten, Versailles  
Homer Clevenger, Blairstown  
Fred W. Urban, Warrensburg



M. Wray Witten

The Central Missouri District Teachers Association will be held October 14 and 15, at Warrensburg, Missouri.

The program thus far arranged will consist of three general sessions with Thursday



Fred W. Urban

afternoon devoted to sectional meetings and an event in charge of the Central Missouri Athletic Association.

#### General Sessions

The first general session will be Thursday

morning, October 14. The program will consist of an address by President George W. Diemer, an address by Rennie Smith, English journalist and author on "Current Events and Their Significance," an address by Charles Edgar Doudna, Secretary and Director of Board of Regents of Normal Schools of Wisconsin on the subject "Teaching with a Purpose," and an address by Howard R. Anderson, Associate Professor at Cornell on "Teaching Pupils to Discount Propaganda."

Thursday evening the general session will be addressed by Mr. Charles W. Gilkey, Dean of University Chapel, Chicago University, on "The Influence of Atmosphere" and by Howard R. Anderson on "Education for Citizenship."

On Friday morning the general session will be addressed by President Roscoe V. Cramer, Missouri State Teachers Association, on "The Forward Movement of Education in Missouri." Honorable Lloyd W. King, State Superintendent of Schools will deliver an address and this address will be followed by an address by United States Senator from North Dakota Gerald P. Nye on "Preparedness for Peace."

The fourth and last general session will be on Friday afternoon. The district orchestra and chorus will furnish a part of the program and this will be followed by a demonstration of magic by W. L. Lindhorst, State Representative from St. Louis.

## Northwest Missouri Teachers Association, Maryville, Oct. 13, 14, 15.

### Officers

President, William Booth, Fairfax  
 First Vice-President, Claude Thompson, Parsonsburg  
 Second Vice-President, Hattie Jones, Pickett High School, Buchanan County  
 Third Vice-President, Homer Williams, Bellevue School, Mound City  
 Secretary, Bert Cooper, State Teachers College, Maryville  
 Treasurer, Hubert Garrett, State Teachers College, Maryville  
 Executive Committee:  
     Fred L. Keller, Tarkio  
     Alva L. Allen, Chillicothe  
     John W. Edie, Maysville  
     Harvey Watson, King City



William Booth



Bert Cooper

### General Sessions

The first general session will be held at the College Auditorium on Wednesday evening, October 13 at 8 o'clock. Dr. J. P. Kelly will preside. The program will consist of music by the Northwest Missouri State Teachers College Conservatory of Music and an address by Hon. Will L. Lindhorst on "The Magician." Mr. Lindhorst will give demonstrations of the magician's art.

The second general session will be held Thursday morning at the College Auditorium at 9:00 o'clock. President William E. Booth will preside. The addresses on the program will be delivered by President William E. Booth, subject Horace Mann, Honorable Lloyd W. King, State Superintendent of Schools, President Roscoe V. Cramer of the Missouri State Teachers Association on "The Forward Movement in Education in Missouri," and Carl Sandburg, poet and lecturer will deliver an address on "Romanticism and Lyricism in American Art and Literature."

The third general session will be held in the College Auditorium at 2:30 o'clock on Thursday. Mr. Claude K. Thompson, First Vice-President of the Association will pre-

side. Addresses as follows will be given: "Current Events and Their Significance" by Mr. Rennie Smith, English journalist and lecturer. At 3:30 this meeting will be adjourned for departmental sessions.

The fourth general session will be at 7:45 o'clock in the College Auditorium. Uel W. Lamkin, President of the Northwest Missouri State Teachers College will preside. The program will consist of music by the Northwest Missouri District High School Chorus conducted by Mr. LaVerne Irvine, who is Director of the Northwest Missouri State Teachers College Conservatory of Music. An address will be given on "Preparedness for Peace" by the Honorable Gerald P. Nye, United States Senator of North Dakota. Following the address a homecoming reception and dance in the West Library will be held. J. Norval Sayler is the Chairman of the Committee on Arrangements.

The fifth general session will begin Friday morning October 15 at 9:00 o'clock in the College Auditorium. Miss Hattie Jones, Second Vice-President of the Association will preside. The program will consist of music by the Northwest Missouri District High School

Chorus under the direction of Mr. LaVerne Irvine. An address "Horace Mann Looks at the German Schools" will be given by Mr. Edgar G. Doudna, Secretary and Director, Board of Regents of Normal Schools, State of Wisconsin. This address will be followed by a report of the Committee on Necrology and the annual business meeting of the Northwest Missouri Teachers Association.

The sixth general session will be held at 1:00 o'clock Friday afternoon, October 15, in the College Auditorium. Mr. Homer D. Williams, Third Vice-President of the Association

will preside. The program will consist of music, introduction of the new officers and an address on the "Influence of Atmosphere" by Dr. Charles Gilkey, Dean of the University Chapel, University of Chicago.

#### House of Delegates

The meeting of the House of Delegates will be held in Social Hall, Friday morning, October 15 at 8:00 o'clock. Mr. John W. Edie will be in charge and every county superintendent should see that the delegates to the St. Louis meeting are selected before the district meeting.

## Southeast Missouri Teachers Association, Cape Girardeau, Oct. 21, 22.



Miss Alma Schrader

#### Officers

President, Miss Alma Schrader, Cape Girardeau  
 First Vice-President, W. A. Hudson, Deering  
 Second Vice-President, W. L. Pulliam, Festus  
 Secretary-Treasurer, L. H. Strunk, State  
 Teachers College, Cape Girardeau

#### Executive Committee:

George D. Englehart, Leadwood  
 A. C. Magill, Cape Girardeau  
 C. E. Burton, Piedmont



L. H. Strunk

## HEADLINERS

The following are some of the headliners on the program of the Cape Girardeau meeting as announced in their "Note Book" of the Southeast Missouri Teachers Association: Honorable Lloyd W. King, State Superintendent of Schools, will address the teachers on Thursday morning, October 21. A colorful pageant depicting the life of Horace Mann is being written by one of the teachers of Southeast Missouri and will be presented as the opening attraction on Thursday morning, October 21.

On the afternoon of October 22, Bishop E. H. Hughes of the Methodist Episcopal Church, Washington, D. C., will address the convention on the subject of "The Teacher."

On Friday morning, October 22, the convention will be addressed by Jesse Feiring Williams, Teachers College, Columbia University, New York, one of the leading authorities on physical education. His subject will be "Some Essentials in Education." He will address the Physical Education department on the topic "Quo Vadis?"

Rabbi Charles E. Shulman of Chicago, Illinois, known as a scholar, thinker and orator

will address one of the programs on a subject to be announced.

Miss Mary E. Leeper, Secretary of the Childhood Education Association, Washington, D. C., will address the general program on Friday morning and the Southeast Missouri A. C. E. Thursday evening.

One of the interesting features and attractions on the program will be the All-Southeast Missouri Concert Band selected from the bands of the high schools in the district. The band will consist of a hundred pieces and will appear on the program Friday, October 22.

F. B. Knight, Professor of Education, University of Iowa, and Director of the Division of Education and Applied Psychology, Purdue University, will address the convention Thursday afternoon on "The Integrity of the Teacher Herself."

Dr. Belmont Farley, who was at one time principal of the high school at Cape Girardeau, will address the teachers on Thursday morning on "The Life and Work of Horace Mann." Dr. Farley will also appear on the programs of several of the department meetings.

President Roscoe V. Cramer of the Missouri State Teachers Association will be on the program Thursday morning, October 21, with the subject "A Forward Movement in Education in Missouri."

Other attractions on the program will be Dr. Norman Frost of Peabody College for Teachers, Nashville, Tennessee; Miss Jennie Wahlert, President of the National Association for Childhood Education, and a chorus of junior high school pupils.

## Southwest Missouri Teachers Association, Joplin, Oct. 20, 21, 22.



Roy Scantlin

The official program of the Association will be opened Wednesday afternoon, October 20, by a meeting of the Department of County Superintendents held at 2:30 P. M. in the Board of Education Building. Superintendent C. A. Huffman of Stockton will be in charge and the meeting will be addressed by State Supervisor of Rural Schools, Ray T. Evans and by another speaker not yet arranged for. The addresses will be followed by round table discussion and a business session.

### General Sessions

The first general session of the entire Southwest Association will be held Wednesday at 7:30 P. M. in Memorial Auditorium. President Roy Scantlin will preside. Music will be furnished by the Junior High School Band of Joplin. The program will consist of an address of welcome and response, and address by Governor Lloyd C. Stark of Jefferson City, and by Rabbi Charles E. Shulman of Chicago, Illinois, whose subject will be "Morals of Tomorrow."

The second general session, Thursday morning, October 21, First Vice-president Wade C. Fowler presiding, will be held at Memorial Hall Auditorium. Introductory music will be furnished by the Joplin Senior High School Band and addresses will be given by Dr. F. B. Knight, University of Iowa on "The Integrity of the Teacher Herself" and by Bishop E. H.

### Officers

President, Roy Scantlin, Neosho  
First Vice-President, Wade C. Fowler, Nevada  
Second Vice-President, E. B. Adams, Forsyth  
Secretary-Treasurer, C. W. Parker, Ozark

### Executive Committee:

Howard Butcher, Joplin  
J. B. Remington, Golden City  
Walter L. Bass, Houston  
Roy Scantlin, Neosho



C. W. Parker

Hughes of Washington, D. C., on "The Teacher."

The third general session will be held on Thursday evening at 7:30 P. M. at the Memorial Hall Auditorium. A musical program by the Sovereign Singers will be given and Dr. George W. Frasier, President of Colorado State College of Education, Greeley, will deliver an address on "Personality."

The fourth general session will be Friday afternoon, October 22, at the Auditorium Memorial Hall and will consist of a program by the District Band and Chorus.

The fifth general session will be at the Senior High School Auditorium on Friday evening, 7:30 P. M., Superintendent E. A. Elliott presiding. Music will be furnished by the Joplin Senior High School Orchestra, and a Broadway production by a selected cast will be given under the auspices of the Players Guild.

### The Assembly of Delegates

The first session of the Assembly of Delegates will be held in the Lodge Room on the second floor of Memorial Hall at 10:00 A. M., Thursday, October 21. Only authorized delegates will be admitted. Further meetings of the Assembly will be arranged for at the first session.

### Divisional and Departmental Meetings

On Thursday afternoon divisional meetings will be held as follows:

**Elementary and Rural Division**, 2:00 P. M., Auditorium, Memorial Hall. The meeting will be addressed by Dean Raymond A. Schwegler of the University of Kansas.

**The Junior and Senior High School Division** will meet at 2:00 P. M., Thursday, October 21, in the Senior High School Auditorium. The meeting will be addressed by Dr. A. G. Capps, University of Missouri, and President George W. Frasier of Greeley, Colorado.

**The Department of Music** will meet at 1:30 P. M. Thursday, October 21, in the Auditorium of North Junior High School. The program will consist of a demonstration in grade school orchestra work by the Joplin grade schools and an address on "The Place of Music in the Schools of a Democracy" by Max Krone.

**The Commercial Department** will meet at 1:30 P. M., October 21, in Study Hall A, Senior High School. An address on "The Course of Study in Bookkeeping" will be given by Dr. V. A. Cheek.

**The Science Department** meeting will be held at 10:30 A. M., Friday morning, October 22, in the Lodge Room of Memorial Hall and the program will consist of an address "Biology of Today" by Ralph Voris, State Teachers College, Springfield; an address on "Training of High School Science Teachers" by Dr. L. C. Heckert, Kansas State Teachers College, Pittsburg, Kansas; and "Visual Aids in the Teaching of Science" by Mr. O. T. Huffman of Joplin.

**The Foreign Language Department** will meet at 10:30 A. M., Friday morning, October 22, in Room 105, Senior High School. The program will consist of "The New Reading Objective—How it Functions in the High School" by Miss Florence C. Painter; "The Role of Grammar in a Language Class" will be discussed by Miss Stella Earnest; "Overcoming Fear in the Foreign Language Pupil" will be discussed by Miss Anna L. Blair, State Teachers College, Springfield.

**The Department of Physical Education** will meet at 9:00 A. M., Friday, October 22, Senior High School Gymnasium. The program will consist of short talks and a demonstration of individual sports—aerial tennis, badminton, hand tennis, deck tennis, table tennis, shuffleboard, loop tennis, tether ball, bingoal, individual games for elementary schools, and indoor ring quoits.

**The Trades and Industries Department** will meet at 10:00 A. M., Friday, October 22, in Study Hall B, Senior High School. The general topic for discussion will be "Cultural Values of Industrial Education." Mr. Chester E. Erickson, Instructor of Drawing, Jarrett Junior High School, Springfield will discuss "Cultural Values of Drawing" and Mr. Bruce D. Richards, Instructor of Industrial Arts, High School, Carthage, will discuss "Cultural Values of a General Shop Training." An open forum and the discussion of the above questions will be followed by an address by Mr. E. F. Daniels, Supervisor Trade and Industrial Education, Jefferson City, on "Our Program of Trade and Industrial Education in Missouri."

**The High School Administration Department** will meet at 10:00 A. M., October 22, in the Auditorium of North Junior High School. The theme of the program is "Professionalization of School Administration." A panel discussion will be participated in by Dr. A. G. Capps, Mr. M. L. Coleman, Mr. G. A. Riley and Mr. L. O. Little. The panel will be followed by the discussions as follows: Dr. Capps, "Some Aspects of the More Serious Problems Facing School Administrators in Missouri;" Mr. Coleman, "A Need for Definite Training of School Administrators;" Mr. Riley, "A Code of Standards and Ethics for School Administrators;" and Mr. Little, "Some Proposals for Attacking the Problems of Professionalization." The discussions will be followed by a round table discussion and a business session.

**The Rural School Department** will meet at 10:30 A. M. Friday, at the First Methodist Church, 501 W. Fourth Street. The program will consist of community singing led by Mr. Floyd Curnutt of Ava, a vocal solo by Miss Bess Atkinson; a violin solo by Miss Mary McCray and remarks by Mr. Ray Evans, Rural School Supervisor and an address by Dean Raymond A. Schwegler, Dean of the University of Kansas. The program will be followed by a business session.

**The Art Department** will meet at 10:30 A. M. Friday, October 22 in the North Junior High School, Room 208. The program will consist of music by the South Junior High School and an address by Mr. Arthur Boles, Art Instructor, Senior High School, Joplin.

**The Dramatics and Forensics Department** will meet at 10:30 A. M., Friday, October 22, at the Presbyterian Church, 317 W. Sixth Street. Mr. Angus Springer, Nevada; Mr. Robert Cunningham, Webb City; and Mr. Harry Gockel, Carthage, will lead in a criticism and panel discussion of preceding debate and problems confronting the debate coach. Dramatics selections will be discussed by Miss Thelma S. Melgaard, Speech Instructor, State Teachers College, Springfield.

**The Department of Home Economics** will be at 10:00 A. M. Friday, October 22 in the West Parlor of the Library Building. Dr. Jessie V. Coles of the University of Missouri will discuss "Consumer Education." The address will be followed by a round table discussion and a business session.

**The Department of Adult Education** under the Chairmanship of Mr. Pfeiffer of Springfield will discuss public forums, illiteracy, workers' education, and other phases of adult education. Discussion leaders are to be announced.

**The Department of Vocational Education** will meet at 10:00 A. M., Friday October 22, in Room 203, Senior High School. Mr. D. C. Rucker of the Springfield Public Schools will discuss "Guidance." A round table discussion and a business session will follow.

**The Elementary Grades Department** will meet at 10:30 A. M., Friday, October 22 in the First Community Church. Dr. George W. Frasier will deliver an address "The New

School" which will be followed by a business session.

**Department Programs Omitted This Year**

The Department of Senior High School Teachers and the Junior High School Department are not holding meetings this year. Because these two departments are of such general classification and therefore conflict with the special subject matter departments, amendments are being proposed to discontinue them.

The newly organized Department of Social Science Teachers will not have a session this fall, but will have at subsequent conventions.

The Department of Parent-Teacher Associations has requested a joint meeting this year with the Department of Rural School Teachers. Because of coinciding interests an amendment to the by-laws has been proposed discontinuing the Department of Parent-Teacher Associations.

The following amendments to the South-

west Missouri State Teachers Association's Constitution have been proposed:

1. It has been proposed that the Constitution of the Association be amended by omitting from By-Law No. VII the words "Department of Senior High School Teachers."

2. It has been proposed that the Constitution be amended by omitting from By-Law No. VII the words "Department of Parent-Teachers' Association."

3. It has been proposed that the Constitution be amended by omitting from By-Law No. VII the words "Junior High School Department."

4. It has been proposed that the Constitution be amended by substituting for the words "at ten o'clock, a. m." in Section 1 of Article VII the words "at nine o'clock, a. m."

5. It has been proposed that the Constitution be amended by adding to By-Law No. VII the words "Foreign Language Department."

## South Central Missouri Association, Rolla, Oct. 21, 22.



D. E. Matthews

The forty-fifth annual convention of the South-Central Missouri Teachers Association will open at Rolla, October 21 at 9:15 A. M. in the High School Auditorium.

### General Programs

The first general program will be held in the Rolla High School Auditorium Thursday beginning at 9:15. It will consist of an address by President Don Matthews on "Problems Facing Our Profession." Three panel discussions and a round table discussion and evaluation will follow the address.

The second general program will be held Thursday afternoon in the Jackling Gymnasium, Missouri School of Mines. This program will be composed entirely of music preceded by an address on "The Rural School and Its Music" by Dean E. Douglass, State Supervisor of Music, Jefferson City. Other features of the program will be a demonstration and discussion of creative music, a program rendered by the All District Chorus

### Officers

President, D. E. Matthews, Sullivan  
 First Vice-President, George Welch, Safe  
 Second Vice-President, T. E. Turpin, Crocker  
 Third Vice-President, G. K. Walker, Cuba  
 Secretary-Treasurer, B. P. Lewis, Rolla

### Executive Committee:

Eva Ann Bradford, Sullivan  
 Mrs. Ethel R. Parker, Vienna  
 J. H. Trippe, Richland  
 Ralph Marcellus, Rolla



B. P. Lewis

directed by Mrs. Frances Benson of St. Clair, Missouri, and an All District Orchestra program directed by Paul F. Krasser, Sullivan, Missouri.

The third general program will be held in Parker Hall, Missouri School of Mines, Thursday evening at 7:30. The program will consist of a concert by the Missouri School of Mines R. O. T. C. Band directed by John W. Scott, greetings from the Missouri School of Mines by Dr. W. R. Chedsey, Director and an address by E. H. Hughes, Bishop Methodist Church, Washington Area, Washington, D. C.

The fourth general session will be on Friday morning at the Rolla High School Auditorium. The program will consist of reports of committees, an address by Representative J. F. Bentley, Chairman Education Committee, House of Representatives, on "Teacher Retirement as Viewed by a Legislator" and an address by Senator George Rosier, Member of the State Senate, on "A Program for Missouri Schools."

The fifth general program will be held Friday afternoon at the Rollamo Theatre beginning at 1:20 o'clock. This program will consist of a panel discussion on "The Improvement of School Organization in Missouri" which will be participated in by State Superintendent of Schools, Lloyd W. King, Presi-

dent Roscoe V. Cramer of the Missouri State Teachers Association, Dr. W. W. Carpenter, University of Missouri. Following the program a picture will be given to the visiting teachers and their out-of-town guests by the theatre management.

## Junior Red Cross Activities

Contributed

**I**N PREPARING children for adult life, often the fact goes unheeded that there are many contributions school pupils already are making, not for some distant future, but towards the actual business of living now in the best interests of society. No better example may be cited than activities of the 122,102 Junior Red Cross members in 547 Missouri schools and their fellow Juniors over the country during the Ohio and Mississippi valley flood last January.

### Activities for Flood Sufferers

While the nation's resources were being mobilized under the Red Cross to rescue, feed and shelter flood refugees in eleven states, including the four affected counties in Southeast Missouri, the Juniors were keenly alive to their opportunity to be of service. Though the Red Cross never solicits funds from children to meet great emergencies, the appreciable amount of \$693,579 raised in Missouri for flood relief came voluntarily as contributions from school children, many of the donations representing real sacrifices.

Fund raising, however, was only the beginning of Missouri Juniors' work during the flood. When it became apparent that weeks would elapse before refugees could leave Red Cross concentration centers to live again in their recently inundated homes, Juniors through schools and their national organization provided recreational programs, facilities and directors to fill morale destroying hours of enforced idleness for hundreds of homeless children.

Baseballs, bats, marbles, playground equipment and games were procured through the National Children's Fund, which is voluntarily subscribed to and administered by all Juniors, and placed in the large refugee centers. Experienced directors sent by the National Organization planned and supervised games, contests and recreational activities which kept not only the children busy and happy but had the same effect, though unforeseen, upon their elders who also enjoyed the horse-shoe pitching, checkers and baseball games.

Meanwhile, Juniors throughout the Midwestern states were conducting toy collection projects in their schools, and literally tons of games, toys, story books and other playthings were assembled. When these shipments reached Missouri camps, Juniors assorted and distributed them, each of the hundreds of

refugee children receiving at least one gift suitable to his or her age.

### Other Activities

Flood relief by no means represented the extent of Junior Red Cross activity in Missouri during the last fiscal year. Groups organized by school rooms exchanged portfolios with Juniors of foreign countries, each learning about the other's government, history and customs by personal correspondence. They befriended inmates of orphanages, homes for the aged and sick children in hospitals through a variety of projects, supplied clothing, school books and other necessities to needy children and engaged in many other similar enterprises in the spirit of their organization, to be of service to others.

In these programs they were in close alliance with the senior Red Cross for whom flood relief was but one of its expressed obligations. During the last fiscal year, for example, home service committees in 118 Missouri chapters assisted 6,000 soldiers, sailors and veterans, both with peace-time and war service, and their families with social problems, hospitalization and adjustment of service claims. First aid was taught 3,700 Missouri residents and life saving classes enrolled 1,700 new members in the state. Home hygiene and care of the sick was taught 1,500 women and older girls.

Nurses in Red Cross chapters made 3,300 visits on behalf of sick patients who otherwise would not have had care and free health inspections were made among 7,400 school and preschool children. A total of 4,700 chapter volunteers spent 53,490 hours transcribing reading matter into Braille for the blind, producing garments for needy persons, canning fruits and vegetables and filling Christmas bags for U. S. soldiers and sailors in foreign ports who otherwise might not receive greetings from home.

During the last fiscal year Missouri chapters had an increase in membership of 7,000 persons, bringing the total state enrollment to 115,110. Only through these members is the work of the Red Cross made possible. Between Armistice Day and Thanksgiving residents of Missouri will be given opportunity to again expand their Red Cross organizations, bringing a consequent increase to services, by joining during this Roll Call.

## Highlights in the Education Exhibit at the State Fair

Georgia Collins and Ruby Brasfield

THE EDUCATIONAL EXHIBIT in 1937 at the Missouri State Fair, representing the work of the public schools from seventy counties, was one of the best on record.

There was a total of 1,254 entries, receiving over \$1,000 in premiums. The interest in this exhibit was well manifested, in that during the week they had an estimated attendance of over 70,000 visitors.

Plans are being made for a greater educational exhibit in 1938. Classification lists will soon be mailed to county superintendents.—A. F. Elsea, Superintendent, Educational Department, Missouri State Fair.

HAVE YOU EVER WISHED you could take some time off from your teaching duties and visit your fellow teachers as they work? You have felt the need of inspiration by seeing what others are accomplishing. We got a bird's-eye view of the education field in Missouri by visiting the Education Building at the fair ground in Sedalia. There were many interesting exhibits, but we will mention only a few of the outstanding ones.

In the field of Art there were those interesting corrugated paper pictures by Platte County. The display of pencil sketching by DeKalb County was very well worked out. Warrensburg Training School demonstrated what can be done with finger painting. Chillicothe Industrial School presented lovely murals made with crayola on cloth, and the use of stencil on cloth. The blockprinting on cloth by Sedalia schools showed other possibilities in this field. Mooresville brought an outstanding display of all types of art work of the seventh and eighth grades. This included the use of several mediums.

In the field of Social Science there were many interesting projects. One original project, worked out by an eighth grade girl from Tunas School in Dallas County, was a log cabin in its original setting with an old-fashioned well in the yard and a rail fence around it. The Pleasant View School in Pettis County, made an unique map, showing the Growth of America by the use of different colored postage stamps. The Cedar Bluff School in Cedar County had a very complete exhibit for an Indian unit. The Hartley School, also in Cedar County, had a group of dolls dressed to represent the costumes of various historical periods. The Omer School, from the same county, displayed a very complete unit on the study of Missouri, including our wild life, trees, soils and history. The Morton School, from Platte County, contributed a project on the "Covered Wagon and Pioneer Life on the Frontier," using clay modeling. Sedalia schools worked out two interesting projects: the first was dressed paper dolls, mounted, and covered with cellophane, showing the costumes of different countries. The other was, "The City in Which We Live." This was illustrated by cut paper posters, frieze showing the buildings on cloth and a scrap book. The Chillicothe Industrial School presented two projects on the "Life of the Pueblo Indians and the Japanese." They

also had some lovely illustrated maps on social science projects.

Some of the children in Boone County made their own instruments for rhythm band. When they gave their county day program, they used these instruments demonstrating the great field of possibility of such projects for rhythm work. Platte County displayed a home made xylophone. Warrensburg displayed a model orchestra seated according to the arrangement used by the Philharmonic Symphony orchestra of Philadelphia.

As the culminating activity for a unit on the "Study of Houses," the children in a Platte County school constructed a house furnished with wood and soap furniture and lighted by small electric lights. Another group from this county made a farm sand table in the primary grades and a landscape scene for a formal garden. The Morton School had an interesting circus project called, "The Training of Wild Animals." Some children in DeKalb County, likewise, worked out a circus project.

One group of children from Platte County worked out a marionette stage and characters for the story, "The Shoemaker and the Elves." The Eldon School wrote original poems to illustrate different pictures. Another of their reading projects was on "Trees." This display consisted of a chart showing the different kinds of wood, poems and booklets.

In the field of woodwork, the Lake of the Ozark School had a display of unusual lamps, tables and bookends. Warrensburg also exhibited advanced wood and brass work, together with a bookbinding project.

Two extra-curricular activities that deserve honorable mention were the food display by Chillicothe, and the school annual made by the Garden City High School.

After you have had this bird's-eye view of some of the things being done in our state, doesn't it give you a new inspiration? Maybe you would like to enter some of your outstanding projects and school work next year. I am certain you would enjoy seeing the interesting and helpful exhibits displayed by the different schools. The amount of space prevents the mention of all of them. The exhibit as a whole was outstanding in quantity and quality of work.

A fitting climax for the week was the county school day programs presented each morning by rural schools. On Monday, Boone County presented a pageant showing the progress of

**"Gum massage  
interests the children—  
teaches them a valuable  
health lesson"**

—writes a Kentucky  
School Nurse



Morning, noon and night—modern soft foods deny the gums the hard chewing they need for health.



At home, this wise little girl practices the healthful habit of gum massage with her tooth brush.



"Our drills in gum massage teach the children that gums need stimulation and exercise to stay firm and healthy"—reports one teacher. "The drills interest the youngsters and help them to better oral health."

*Thanks to Many Health-Minded School Teachers Thousands of Youngsters Are Getting a Real Start Toward a Lifetime of Dental Health*

IT IS A SPLENDID tribute to modern teachers all over the country that thousands of children already know the importance of strong, firm gums to sound, healthy teeth. For, through regular classroom drills in gum massage, these helpful teachers are encouraging young Americans to form this valuable dental habit.

And the necessity for gum massage is easily understood—even by children in the primary grades. Today's soft foods are often to blame. They deprive gums of the hard chewing they need for health. That's one reason why gums become lazy, tender and weak. Then often follows that warning signal—a tinge of "pink" on the tooth brush.

"Pink tooth brush" is a call for help from the gums. That's why modern educators stress the value of gum massage to help keep gums firmer, healthier. The technique is simple: the index finger is placed *on the outside* of the jaw to represent the

tooth brush and rotated from the base of the gums toward the teeth—while the teacher explains how circulation is speeded up within the gum tissues—how gums respond to this stimulating massage with new firmness.

As an aid to massage, Ipana is particularly beneficial. For Ipana is designed not only to clean the teeth but, with massage, to help the health of the gums.

Try Ipana yourself. Every time you brush your teeth, massage a little extra Ipana into your gums. Let Ipana and massage help show you the way to firmer gums, brighter teeth, a sparkling smile!



*Published in the Interest of Better Health  
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ESTABLISHED 1857

schools from 1837 to 1937. Tuesday, the theme for the Greene County program was "Playtime in Fairyland." This demonstrated the successful use of rhythm in a rural school. The Pettis County program on Wednesday was a

varied one. Thursday's program by Jefferson County showed the results of their county contests last spring. On Friday, Franklin County gave the final program of varied activities for a rural school.

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## The New Constitution and By-Laws as They Apply to Community Associations and the Assembly of Delegates of the State Association

### Community Teachers Associations

#### Article VIII

Section 1. Any group of teachers, qualified as active members of this Association, to the number of twenty-five or more, may form a local organization to be an integral part of this Association and to be known by the name "Community Teachers Association." Provided that teachers in affiliating with a Community Association shall not go outside the county in which they teach. Nor shall any person belong to more than one Community Association. Any group of teachers organizing a Community Association in accordance with the provisions of this section shall notify the Secretary-Treasurer of this Association. Such notification shall be accompanied by a list of names of the teachers forming the Community Association, by the names of the officers of the Community Association, and by the dues to the State Association, for said teachers for one year, unless said dues have already been paid for the current fiscal year. If the Executive Committee, acting through the Secretary-Treasurer, find that the names are those of bona fide active members, and that in its organization the proposed Community Association has complied with the provisions of this Constitution, it shall be recognized as an integral part of the State Association.

Section 4. Twenty-five members of a Community Association shall constitute a quorum to do business, provided that in any such Association with less than fifty and more than thirty members, fifteen shall constitute a quorum, and that in any such Association with thirty members or less, ten shall constitute a quorum.

Section 2. The officers of a Community Association shall be a president, vice-president, secretary-treasurer, and an Executive Committee of five members. The president and vice-president shall be ex-officio members of the Executive Committee. There shall be three members of the Executive Committee

elected to serve for a term of three years, the three elected in 1937 shall be elected for terms of one, two and three years respectively. Thereafter one member shall be elected each year to serve for a term of three years. The Executive Committee shall constitute a Committee on Policies and Plans for the Community Teachers Association. It shall be the duty of the Committee on Policies and Plans to work in conjunction with the Committee on Policies and Plans of the State Association, to bring before the Community Teachers Association and where appropriate and necessary to the general public such measures and suggestions as the State Committee on Policies and Plans may desire to have emphasized in the Community Teachers Association; to prepare and sponsor at least three programs each year; to do such work as would appropriately belong to a Committee on Policies and Plans. The Executive Committee of the Community Teachers Association shall appoint a nominating committee composed of three members, who shall serve for a term of three years, except that in 1937 the members shall be appointed for one, two and three years respectively. The nominating committee shall nominate and make public the names of candidates at least ten days before the annual election. Other candidates may be nominated from the floor by any member of the Community Teachers Association at the time of the election.

Section 3. The officers of the Community Association shall perform the duties which customarily pertain to their respective offices. In addition, it shall be the duty of the Chairman, or, in his absence, of the Vice-Chairman, immediately upon notice from the Executive Committee of this Association, to call together the members of the Community Association, within the number of days stipulated by the Executive Committee to receive any communication from the Executive Committee or to take a vote upon any proposition which the Executive Committee thinks advisable to place before the Community Association. The re-

sult of the meeting shall be reported within one day by the Secretary of the Community Association to the Secretary of the State Teachers Association. The Secretary-Treasurer of the Community Association shall account to the Community Association for all funds paid to him, submitting an itemized account at least twice a year. He shall furnish, also at any time, any records, or statements requested by the Executive Committee of this Association. In case any officer of a Community Association fails to perform his duty in accordance with the provisions of this section, his office may be declared vacant by the Executive Committee, and it shall be the duty of the Community Association at the next meeting to fill vacancies so created.

#### Assembly of Delegates of State Association Article VII

Section 1. The Assembly of Delegates shall be the legislative body of this Association. It shall have the power to transact all business of the Association at the Annual Meeting, to enact legislation relative to the Association, and to make general regulations governing the work of the Executive Committee and of Community Associations. It shall meet annually, holding its first session on the first day of the Annual Meeting at an hour and place to be designated in the program.

Section 2. Each Community Association, as defined in Article VIII, Section 1, shall be entitled to one delegate for the first twenty-five members and to one additional delegate for each additional twenty-five members or major fraction thereof. In the election of delegates from any Community Association having more than one delegate at least half of such delegates shall be classroom teachers. The first delegate elected from each Community Association, each year, shall be a classroom teacher; provided that in cities in which separate Community Associations are formed by the grade teachers, the high school teachers, and the administrative officers, this provision shall not apply; and provided further that any Community Association may, by express vote, at the meeting called for the selection of delegates, waive the provision requiring the selection of a classroom teacher as the first delegate.

Section 3. Delegates of each Community Teachers Association shall be elected at any meeting of the Community Teachers Association held between August 1 and November 1.

Section 4. Delegates shall not be entitled to seats in the permanent organization of the Assembly of Delegates until credentials in the form of a Certificate of Election shall have been approved by a Committee on Credentials, selected by the Executive Committee. This Certificate of Election shall set forth the names of at least a quorum of members present at the Community Association meeting, and shall be signed and attested by its Chairman and Secretary. An appeal from the decision of the Committee on Credentials may be taken to the Assembly of Delegates but in case of such appeal, the roll having

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the right to decide the appeal shall be the roll of uncontested delegates.

Section 8. In all voting in the Assembly of Delegates each accredited delegate shall be entitled to one vote, but for the purpose of facilitating the roll call, the announcement of the vote shall be made by counties, except for St. Louis, Kansas City, and St. Joseph, which shall be made by cities. The delegates from any Community Association present at the Assembly of Delegates shall cast the entire vote to which that Community Association is entitled in the Assembly.

**Nomination and Election of Officers of State Association**

**Article V**

Section 1. All officers of this Association, except the Secretary-Treasurer, shall be elected at the annual Meeting of the Assembly of Delegates by majority vote of all members present and voting.

Section 2. The President and the Vice-Presidents shall serve for a term of one year. In 1937 the President, and in 1937 and annually thereafter the Vice-Presidents, shall be elected by secret ballot. Members of the

Executive Committee shall serve for three years. There shall be nominated one, two, or three candidates for the Executive Committee by the Delegates from each of the nine Association Districts in the State, at least one of whom shall be a woman and at least one of whom shall be a classroom teacher; provided, that the members of the Executive Committee holding office at the time of the adoption of this amendment shall hold office until the expiration of their terms, and provided further, that at the first election after the adoption of this amendment, there shall be elected by secret ballot, one member for a term of one year, one member for a term of two years, and three members for a term of three years each, and each year thereafter, three members of the Executive Committee shall be elected by secret ballot for terms of three years each.

**By-Law II**

Nomination of all candidates for elective offices of the Association except as otherwise provided in the Constitution shall be made from the floor of the Assembly of Delegates. All elections shall be by secret ballot.

## Who Needs Alcohol Education?

by Roy Breg, Ex. Secy. Allied Youth

**W**HO NEEDS ALCOHOL EDUCATION? Persons under 25 in particular, and for several reasons. There is the crime reason—of which more later. There is the health reason, for youthful drinking is especially harmful to health, fitness, and the building of reserve powers. There is the career reason. Also economic considerations other than the mere matter of livelihood.

And who should provide alcohol education? In order that the effects may be widespread, primarily the schools, and by means of the standard curriculum *plus* the same type of interest groups or activity clubs that the specialists in archery, natural science, Revolutionary history, and aquatics seek as part and parcel of the modern high school's instruction and guidance.

For the young people who seriously want to go to the bottom of the facts about alcohol, for all young people who want to sample fully the fun that can be had in self-propelled alcohol-free fun and companionship, I suggest the activity club—youth-led, youth-officered, counseled by a popular teacher—which a large number of high schools now provide and promote.

"But seriously, Breg," the man across the street observes, "isn't it sufficient that the teachers and the students between them provide alcohol education, through Allied Youth or otherwise, and let things go at that? Why bring the adults of the community into this?"

"It looks to me," he adds, "as if young people are taking this whole alcohol business sen-

sibly, right in their stride. I've seen figures, too, to show that crime is subsiding. Why get the whole community at work in supporting the Allied Youth type of alcohol education?"

Now, Allied Youth, Inc., was a national force in modernized alcohol education before crime reasons for alcohol education began to loom as seriously as at present. Don't think of the crime figures as a *motive* for adopting Allied Youth in the schools and neighborhoods of your city, but rather the need for and lack of trustworthy facts and a real activity program all pointed toward making alcohol unnecessary, undesired, in the recreational and fellowship planning of the young people you care about. The crime figures, I shall give are important because they show the unsettlement, an alcoholized unsettlement, of youth—even though crime in general is declining.

**One-Fifth of Crimes Involved With Liquor**

In the first half of 1937, more than 250,000 arrests for state and local offenses, crimes, and violations were reported to the Federal Bureau of Investigation, in connection with its famous fingerprint records.

Violations of liquor laws accounted for 4,807 such arrests. Of these, 1,829 offenders were under 30 (38 in 100). And more than one-fifth of such offenders were under 25. Eighty-four were under 18!

For driving while intoxicated, 10,599 arrests are reported in the first six months of the year. Those under 30 accounted for 3,822 or 36% of this total. More than one-sixth of

the number were under 25. Nearly 500 of these young offenders were not yet old enough to vote.

Of the 41,043 arrested for drunkenness, 12,059 or 29% were under 30 years of age. One offender in every seven was under 25. The 19-year-olds alone numbered 627, a figure just about equivalent to those under 19 who were so charged.

Add these arrests, and you will see that one-fifth of the known crime in America is directly involved with liquor.

#### Drunken Drivers Increase

In New York State, drunken drivers have increased ten times as fast as automobiles in use on the highways and streets. While the number of cars was increasing 5 per cent, the drunken driving rate went up 56 per cent in a single year. Connecticut's alcoholic-operator accidents jumped 288% in one year. Cleveland's coroner reports 45% of fatal accidents involving motorists or pedestrians show alcohol as a factor.

#### Misinformation on Part of Youth

There are other trends that are just as alarming for the future peace and happiness of *your* neighborhood. In a survey conducted by Dr. Paul Studenski in New York City and in Upstate New York, hundreds of students were found to be definitely misinformed on the real nature of the alcoholic drinks that they had stated they were using. Six hundred and ten students, ages 18 to 25, said they knew the physical effects of alcohol, outnumbering by 4 to 1 those who said they didn't

know. But these are the proportions by which this supposedly well-informed group was wrong about the nature and effects of the substance they all were using (only drinkers were so questioned);

Is alcohol a stimulant? Yes, said 878; no, said 194. Alcohol is not a stimulant; it is a narcotic depressant—just about the opposite!

Does alcohol help to ward off disease? It does not, says medical science, and may often invite infections. (See British Medical Research Council reports, etc.) Students voted more than 3 to 1 against the scientific evidence, with which obviously they were not acquainted.

Does alcohol warm one in cold weather? It appears to, says scientific evidence, because the skin is warmed—at the expense of cooling the interior of the body. But 919 drinking students said "Yes" to the question, and only 285 (less than one-fourth) gave the correct answer, "No."

There is another question to which no small number of students, by their selection of activities, give the incorrect answer. That is, "Is alcohol needed or desirable in providing good times for young people?" A good many young people, who have obviously said "Yes" to some such question, are found to be quite unacquainted with numerous types of games, sports, competitions, crafts, hobbies, and forms of comradeship which are far more conducive to good citizenship, good health, safety, and the possibilities of a fine and happy

(Cont'd on page 300)

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## GROUP INSURANCE CONTRACT RENEWED

THE Missouri State Teachers Association Group Insurance is now under a continuing contract, and on a seemingly permanent basis. The original five-year agreement with the North American Life Insurance of Chicago which terminated on June first, nineteen hundred thirty-seven, has been renewed on an annually continuing basis. It can be terminated only by the Association. The company retains only the right to adjust rates on the basis of experience. The Teachers Association can keep the insurance as long as the rates are satisfactory.

The new contract varies from the old only with reference to termination time and the total and permanent disability clause which was eliminated as of June first, 1937.

Teachers should not be misled by statements that the contract has not been renewed. It has been renewed.

We hope to have every eligible teacher in the State on our insurance rolls this year.



# M. S. T. A.

## GROUP INSURANCE

MEMBERS of the Missouri State Teachers Association under 60 years of age and in good health are entitled to make application for M. S. T. A. group insurance. The rates quoted below are for \$1000 of insurance.

If 16 years of age the cost will be \$4.97.  
 If 17 years of age the cost will be \$5.07.  
 If 18 years of age the cost will be \$5.15.  
 If 19 years of age the cost will be \$5.26.  
 If 20 years of age the cost will be \$5.37.  
 If 21 years of age the cost will be \$5.47.  
 If 22 years of age the cost will be \$5.58.  
 If 23 years of age the cost will be \$5.64.  
 If 24 years of age the cost will be \$5.71.  
 If 25 years of age the cost will be \$5.77.  
 If 26 years of age the cost will be \$5.81.  
 If 27 years of age the cost will be \$5.85.  
 If 28 years of age the cost will be \$5.88.  
 If 29 years of age the cost will be \$5.90.  
 If 30 years of age the cost will be \$5.93.

If 31 years of age the cost will be \$5.95.  
 If 32 years of age the cost will be \$5.98.  
 If 33 years of age the cost will be \$6.06.  
 If 34 years of age the cost will be \$6.15.  
 If 35 years of age the cost will be \$6.26.  
 If 36 years of age the cost will be \$6.42.  
 If 37 years of age the cost will be \$6.61.  
 If 38 years of age the cost will be \$6.82.  
 If 39 years of age the cost will be \$7.06.  
 If 40 years of age the cost will be \$7.35.  
 If 41 years of age the cost will be \$7.68.  
 If 42 years of age the cost will be \$8.08.  
 If 43 years of age the cost will be \$8.49.  
 If 44 years of age the cost will be \$8.99.  
 If 45 years of age the cost will be \$9.52.

Teachers under 60 years of age and above 45 may also apply for insurance at attractive rates.

The above rates do not include the annual service fee of \$1.00 per policy (not \$1.00 per thousand but \$1.00 for each policy).

Medical examinations are not usually required of persons under 45 years of age who apply for not more than \$3000 of insurance.

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career than alcoholized amusements. These groups, including many mild drinkers, are usually not vicious. Seldom do their activities incite to crime. The students that Dr. Studenski questioned are typical of the misinformation that exists in generally wholesome, non-criminal youth groups throughout the land.

To find the right answers to these questions, and the question of interesting and desirable recreation in particular, a growing legion of young people shares in the study, discussion, and fellowship activities of Allied Youth Posts, most of which are affiliated to public schools.

#### ENGLISH TEACHERS DISCUSS THEIR PROBLEMS

Contributed by Ruth Bynum.

ENGLISH TEACHERS are waking up. Instead of being offered a ghastly grind of formal grammar and a painful perusal of antique classics, the modern English class is encouraged to regard grammar as the tool of success and reading as one of the great pleasures and privileges of life. They are helped, also, to relate their experiences in the class room to those which they find outside. We know that this is true because of the things which English teachers talk about when they get together in large or small professional meeting.

Reading in the high school is the topic of first importance, according to a recent survey of programs of many group meetings all over the United States. Every angle of the reading problem was considered. Remedial reading was mentioned so frequently at these meetings that the latest publication of the National English Council, *Teaching High School Students to Read*, by Center and Parsons, was considered most timely and helpful. Other topics related to reading were: Extensive Reading; Reading for Enjoyment; Recreational Reading; Reading to Re-create Life; and Building the Reading Habit. Any one of these is a live subject and should be suggestive to English organizations or to individual teachers.

Next in popularity as a discussion topic was the motion picture in relation to English teaching. This is a new and debatable subject, about which we need to learn all we can. One of the most up-to-date presentations of the subject is found in *Photoplay Appreciation in American High Schools*, a National English Council publication by Lewin. Teachers must meet the situations and make use of the tools which the world outside the school provides. Motion Pictures may be friends or enemies. It's up to us, say the teachers, and they are beginning to make friends.

In third place, the survey found a tie, poetry appreciation and creative writing having demanded equal attention. Must the English teachers continue to face grimaces when poetry

is mentioned and total vacuums when original work is suggested? Let's talk this over at our meetings, too.

With the new State Course of Study encouraging some form of correlation, how are we to relate English to other subjects? This question was discussed at a number of meetings, especially by Miss Weeks, who edited *A Correlated Curriculum* for the National Council.

The new attitude toward grammar was noticeable in such topics as Living versus Functional Grammar.

English teachers can't afford to be behind the times. If we are to inspire our pupils we must find new inspiration for ourselves. The National English Council helps to furnish that inspiration by means of meetings and numerous publications. If we can possibly do so, let's go to the meeting in Buffalo at Thanksgiving. And anyhow, let's join the National English Council and take advantage of its numerous publications.

#### NEWS NOTES

##### THE ART EXHIBIT OF THE M. S. T. A. IS AVAILABLE FOR YOUR SCHOOL

Miss Deborah D. Weisel, Chairman of the Art Department of the M. S. T. A. announces a list of thirty-one exhibits which are available to the various schools of Missouri at the present time. Miss Weisel reports that the exhibitions are constantly becoming more interesting and the sources more widely divergent. There is work available from the primary grades to the high school and these are inspiring and interesting to students. The exhibitions may be scheduled for two weeks in one school and then sent to another school. Some schools have exhibited in regular succession several of the exhibits, one coming in as another is sent out. The large number of exhibits now available makes it possible to accommodate a large number of schools at the same time. These exhibits are now available and may be had by writing to Miss Deborah D. Weisel, Southwest Missouri State Teachers College, Springfield.

##### A HANDBOOK OF MACON COUNTY SCHOOLS

County Superintendent Chas. A. Powell has compiled, published and distributed a forty-page handbook of useful information relating to the schools of Macon County. Among the items of interest and use are: a list of the rural graduates of 1937; a school district map of the county; an explanatory statement of rural school financing; a list of rural schools, the name of the teacher, and of each pupil enrolled with the honor each has at-

tained in attendance, spelling, writing and reading circle work.

The handbook also contains a school calendar, the list of adopted and recommended textbooks, a table showing names of board members, assessed valuations, money derived from state, local and county taxes, the A. D. A., and the salary of the teacher.

Superintendent Powell is to be commended for having made this complete and thorough information available to the people of his county. It is information that the public needs and to which it is entitled.

**Pop Eye Strips Used to Stimulate Reading**

According to Elmer R. Smith writing in the September number of "The Clearing House," comic strips have been very successfully used by the Central High School of Providence, Rhode Island, as a means for stimulating the reading of library books. The use of a Pop Eye strip is typical. The Pop Eye page of a Sunday supplement was pasted on a large sheet of cardboard, and on circles of bright paper superimposed upon this page were the typewritten descriptions of books. Pupils flocked to the gay poster to find such announcements as the following:

"Pop Eye himself would have been sea sick on this rough cruise. Read all about it in 'The Tale of a Shipwreck'."

Pop Eye is an amateur compared with 'Captain Blood'. Read all about the daring exploits of this sea rover in Sabatini's novel, a

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copy of which awaits you in the library."

The librarian reported a sudden demand for the books recommended on the comic pages.

The Teachers College at Cape Girardeau is offering a five week "Cotton Term" in which five hours credit may be earned by teachers who are temporarily idle during the cotton picking season. The term began on September 13 and will close on October 15. Over a hundred teachers were expected to take advantage of this offering.

Wm. F. Knox, former superintendent of schools at Jefferson City, is now a member of the Central Missouri State Teachers College faculty. In addition to conducting classes in the institution, Professor Knox will devote a part of his time to extension classes, a study of the functions of Parent-Teacher Association work, and adult education.

**Superintendent John A. Whiteford Dies**

Superintendent John A. Whiteford died in St. Louis on September 12 from encephalitis complicated by pneumonia. Mr. Whiteford had been connected with the schools of Missouri for many years having served as superintendent at Moberly, St. Joseph and Cape Girardeau. He came to Cape Girardeau from Oklahoma City taking charge of the schools at the former place in 1924 which position he held until he retired in 1935. Mr. Whiteford was President of the Missouri State Teachers Association in 1902.

Mrs. Hildred Spencer Blake resigned as County Superintendent of Schools for Sullivan County on October 1, 1937. Mrs. Blake and her husband expect to move to Salisbury, Missouri, in which place they will make their future home.

**NEW BOOKS**

**USEFUL SCIENCE FOR HIGH SCHOOLS**

A Textbook in General Science, by Henry T. Weed, Frank A. Rexford and Franklin B. Carroll. Pages 707. Published by the John C. Winston Company.

A text of junior high school level which will familiarize students with facts and principles of the world in which they live through simple observation and experimentation and give them an open-minded zeal for the further study of science as applied to life.

**HEALTHY BODIES** of the Healthy Life Series, by John Guy Fowlkes, Lora Z. Jackson and Arnold S. Jackson. Pages 216. Published by the John C. Winston Company.

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convince one that its use will result in the child's personal use of the rules of health.

**ON THE ROAD TO CIVILIZATION, A World History**, by Albert Kerr Heckel and James G. Sigman. Pages 864 plus xx, 350 illustrations, 2 color plates, 57 maps. Price, \$2.40. Published by the John C. Winston Company.

This new world history is a complete chronicle of the human race, from the Cro-Magnards of the Old Stone Age to the Spanish Revolution. It is organized in fifteen large units, each covering one important period. Each unit is preceded by a preview, and is divided into chapters with short topic paragraphs. At the close of each chapter is a list of thought-provoking questions, together with lists of terms to understand, places to locate, and characters to identify. This sort of check material is a welcome innovation, since it trains the student to weigh values as he reads, and is infinitely more valuable in fixing important facts and ideas than the old-type recall question.

Dean Albert K. Heckel, Professor of Citizenship, in the University of Missouri and Professor James G. Sigman, Director of Visual Education of the Philadelphia Public Schools, are the authors, and their special fields show in the emphasis of the text which give to it a real correlation of modern standards with accepted criteria of world history.

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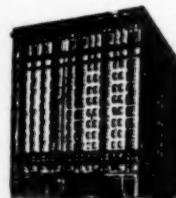
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<b>CAPE GIRARDEAU</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>November 29</b>
<b>WARRENSBURG</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>November 29</b>
<b>KIRKSVILLE</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>November 29</b>

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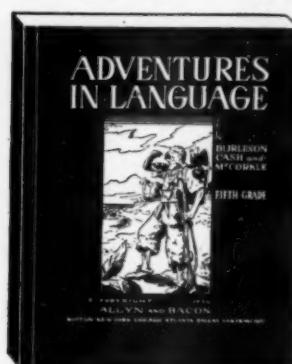
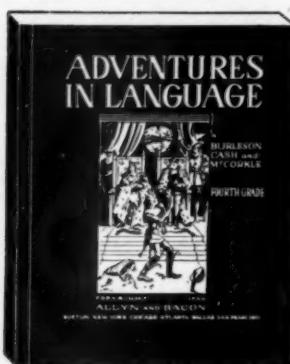
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